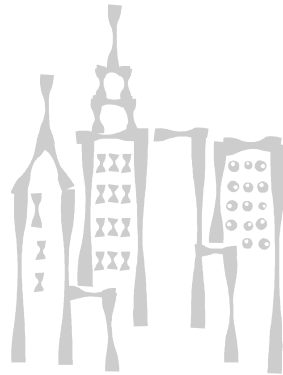


METRO EXTENSION...THE FUTURE IS NOW



A REPORT OF THE UTAH STATE UNIVERSITY METRO/URBAN EXTENSION TASK FORCE

**CO-CHAIRS: MARILYN ALBERTSON
DALLAS L. HOLMES, EDD**

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EXECUTIVE SUMMARY

Utah's wide open spaces might make the state seem rural, but it is in fact one of the most highly metropolitan/urbanized states in the nation, and is expected to become even more so over the next generation. Utah's metropolitan areas appear to be significantly distinct from the state's rural regions. Even though many of the communities in this Utah metro area are sometimes viewed as being predominantly metro/urban or sprawl centers, the Utah cities in these metro areas have unique economic characteristics. While these communities are generally growing faster and with educational attainment rates higher than the rest of Utah, poverty is also increasing faster. These metro areas also are typically confronting issues associated with high rates of growth. Consistent with this growth, the areas are becoming more diverse.

In fall 2006 a Utah State Extension task force was formed to consider the impacts these demographic changes may have on Utah State University Extensions' ability to remain responsive and valued by this growing population. The task force has invested considerable time and energy in analyzing the potential future these changes may have and are now having in USU Extension. The task force believes that the future for Utah Extension is now. USU Extension must take action to deal with the changing nature of the state's population. We must be willing to accelerate, adapt, and adopt priorities which will further ensure the relevance of Utah State University in 21st century Utah communities, both urban and rural. The recommendations below represent an executive summary for each area addressed by the task force.

Collaboration and Partnership Development

- We need to increase our visibility and ability to market our programs and willingness to collaborate with others, establishing distinct roles and responsibilities. We need to make sure we are visible in the community.
- Extension staff needs to develop skills and understanding on how to form effective coalitions and partnerships, while maintaining autonomy.
- Extension staff needs the administration's assistance in establishing networks and partnerships.
- An Extension Metro Center approach should be explored, with a goal of coordinating programming and administration for the entire Utah metro area.
- We need to learn how to approach partners to enhance funding, support staff, and volunteer time to assist in programming.

Programming Considerations

- We need to increase programming in aging, disaster management, work/ family balance, life skills education, 4-H/youth programming geared to needs of metro/urban youth, address the diversity of the metro/urban population, train volunteers, and recruit staff prepared to work in an metro/urban environment

- We must increase programming in conservation of urban natural resources, land use planning, metro/urban farm markets, and environmentally supportive horticulture.
- We need to sustain financial management, housing education, nutrition and healthy lifestyle education including obesity prevention, management of diabetes, healthy heart education, and education to provide a sustainable food supply through gardening.

Marketing and Delivery

- We need a better system for marketing to the metro population, with strong brand identification in print, Web, and office locations. We need to improve marketing tools, direction, and education for county staff and increase funding for marketing to the metro/urban population.
- We need to find appropriate locations and delivery methods for programming that meet the needs and the availability of the metro/urban clientele.
- We must produce higher quality educational materials that lend credibility to our educational programs and that are consistent across the metro region.
- We need to adopt an attitude that we will charge adequate, appropriate fees for our programs and materials and will use these fees for sustaining and enhancing programs.
- 4-H staff should focus on development of “Train the Trainer” type programs that can be sustained by adult and youth volunteers. Programming should be fee-based to offset costs, and should emphasize long-term versus short-term activities for real impact.

Staff Support

- Extension staff needs to mirror the needs and diversity of the metro/urban population and expand beyond the traditional subject matter areas of Family and Consumer Science, Agriculture, and Natural Resources.
- We need more staff diversity in language, ethnicity, color and professional backgrounds.
- We need a metro regional director with administrative authority who would be the connection between administration on campus and field staff and who would be the face of Extension leadership in the metro sector of the state.
- Funding needs to be pooled from metro/urban counties to support cross-county programming and staffing, allowing staff to specialize and develop areas of strength.
- Staffing models may need to be more varied, including use of full time staff, but also paraprofessionals and short-term staff with special skills not necessarily tied to a tenure track.
- Hiring procedures need to be streamlined and improved to connect with the skill sets of people needed to fill the various needed roles.

METRO EXTENSIONTHE FUTURE IS NOW

Utah's wide open spaces might make the state seem rural, but it is in fact one of the most highly metro/urbanized states in the nation and is expected to become even more so over the next generation. As of 2003, 76% of the state's residents lived along the Wasatch Front in a four county region (Davis, Salt Lake, Utah, and Weber counties). It is also projected that by 2020 a million more people will be added to the state's current population of 2.55 million. That population growth will occur disproportionately in metro/urban areas (the Wasatch Front, Cache County, and Washington County), and increase the metro/urban percentage of the population to 87%. Any program that does not have a significant metro/urban presence can scarcely be called a "statewide" organization.

Utah's metropolitan areas appear to be significantly distinct from the state's rural regions. The metro/urban/near-metro/urban counties of Washington, Wasatch, Tooele, and Utah are among 100 fastest growing counties in the United States. The Salt Lake City metro area is the 48th largest metro area in the United States. While there are differences among these metro/urban/rural areas in Utah, they have much in common with each other. Even though many of these communities are sometimes viewed as being predominantly urban or sprawl centers, the Utah cities in these metro areas have unique economic characteristics. They are generally growing faster and with educational attainment rates higher than the rest of Utah while poverty is also increasing faster in these areas of the state. These Utah metro areas are typically confronting issues associated with high rates of growth and becoming more diverse. Non-whites are significantly impacting these areas, income levels are increasing as is educational attainment, the poor are being concentrated in central city areas and to some extent metro/urban communities, while household size decreases.

The extensive population growth in the Wasatch Front metro area has blurred jurisdictional boundaries to a considerable extent. While at one time, the communities of Murray, Holladay, and Taylorsville were distinct communities separated by undeveloped land, they have now morphed into the homogenous metro area. In many ways, this is equally true at the county level; few can tell where the boundary is between Salt Lake and Utah, Davis and Weber counties. This is not a unique characteristic of Utah. The Phoenix metro area is comprised of several vestigial communities, and the historical distinctions between Scottsdale, Tempe, and Mesa are becoming less clear or relevant. By the same token the Portland metro area extends seamlessly across three counties.

It is incumbent upon Utah State University Extension, as the land-grant university for the entire state, to address the growing needs of all population segments. Consideration must be given to addressing and meeting the needs of these metropolitan populations who have typically had less familiarity with Extension programs than their rural counterparts. Research demonstrates that the needs and issues of these metropolitan populations are similar to those of rural populations. Although the needs and issues are similar, Extension

faculty skill sets, program delivery methodologies, and marketing approaches need to be reconsidered when serving metropolitan areas.

Utah is clearly undergoing a profound transition. We are seeing a shift from the agricultural and industrial economies to a knowledge-based society. Now is the time for Utah Extension to craft a new social contract that provides the knowledge an educated metropolitan citizenry needs to achieve prosperity, security, and social well-being in the 21st century. The 21st century mission of Utah State University Extension embraces learning, discovery, and engagement. It is our responsibility to provide the full diversity of the state's population with access to relevant lifespan learning opportunities. USU's discovery and engagement must be focused on the pressing educational, social, economic, and scientific challenges facing the state. To the extent that the state's metro/urban residents will have learning needs that differ from those of Extension's traditional clientele, it goes without saying that Extension ought to respond.

To address these issues Utah State University Extension formed a Metro/Urban Extension Task Force to consider the impacts of these significant demographic shifts and how a Metro Extension program might best meet the needs of a growing Utah metro/urban population. The task force was formed in late 2006 and was composed of specialists, field staff, and Extension administrators. The task force believes that the future for Utah Extension is now. USU Extension must not be paralyzed by denial when considering the changing nature of the state's population. We must be willing to accelerate, adapt, and adopt priorities which will further ensure the relevance of Utah State University in 21st century Utah communities.

The task force has divided its scholarly inquiry into four distinct areas while considering the impacts of increased metro/urbanization in Utah. Extension task force members analyzed and discussed issues in each of these areas, explored national trends and model programs, considered current Utah Extension programs and approaches, and have developed recommendations to guide the development of a "Metro Extension" initiative. The task force studied and discussed:

- Collaboration and Partnership Development
- Programming Considerations
- Marketing and Delivery Systems
- Defining the Staff to Support Metro Extension

The balance of this report provides an analysis of each of these conceptual areas with an addendum of support materials utilized in the recommendations suggested. The task force also recognized several factors which could impede the applications of any of the recommendations made in this report. Those impedances are outlined in *Appendix H*.

COLLABORATIONS AND PARTNERSHIP DEVELOPMENT

COMMITTEE MEMBERS: ANN HOUSE, MICHAEL KUHNS, KRIS SAUNDERS, AND JUSTEN SMITH

Issues:

Utah State University Extension is looking to strengthen their metro/urban partnerships throughout the State of Utah. The concept of metro/urban partnerships is not new. University Extension services in other states have implemented metro/urban partnerships in the past with tremendous success. Some states have even created Metro/Urban Extension Centers. A literature review in the form of an Internet search was conducted to see the states that have had success with metro/urban partnerships. Utah can learn much from these exemplary programs. Some of the state Extension programs that have strong metro/urban programs are Michigan, Ohio, Alabama, North Carolina, UC Davis in California, Wisconsin, Texas A & M, and Oregon.

These university-community partnerships have been recognized as a valuable contribution to both the academic community and our cities and towns. In the words of Henry Cisneros, former HUD secretary, "The long-term futures of both the city and the university in this country are so intertwined that one cannot—or perhaps will not—survive without the other." Increasingly, colleges and universities are bringing their time, energy, and resources to take on local problems. They are using their physical, financial, and intellectual capital to facilitate economic development, provide social services and technical assistance, and create opportunities for applied research.

Metro/Urban Planning Partnerships (UPP) at Michigan State University is an example of one method of accomplishing this. It is an outreach initiative located within the Metro/Urban and Regional Planning Program with primary funding provided by Extension. UPP seeks to facilitate timely research and outreach on metro/urban policy and planning issues in Michigan communities and to build meaningful and lasting ties with these communities. In order to build these long-term commitments and facilitate shared learning, UPP focuses its agenda on the six metro/urban areas where Extension staff are working: Grand Rapids, Detroit, Saginaw, Flint, Pontiac, and Lansing.

UPP's working agenda is to:

- Improve local capacity to stimulate and enhance the quality of metro/urban life.
- Assist communities in their efforts to leverage grant money from governmental, foundation, and other sources.
- Specifically focus upon building the capacities of metro/urban communities to address critical issues by providing planning and design assistance.
- Provide pragmatic technical assistance to communities with particular needs.
- Expose communities to innovative international planning and design solutions.

Metro/urban centers are another way to facilitate economic development, provide social services and technical assistance, and create opportunities for applied research. These metro/urban centers represent one of the Alabama Cooperative Extension System's primary program delivery sources. Metro/urban centers are system offices that are located in nine of the state's metropolitan areas as defined by U.S. Census data. Specifically, centers are a component of the traditional Cooperative Extension County Office, with professional and support staff positioned to facilitate the state's focus on expanding and enhancing programs and services in metro/urban affairs and nontraditional areas. In recent years the state has recognized the need and accepted the challenge to expand and enhance outreach to metro/urban and nontraditional audiences. Metro/urban centers have been identified as a very workable program delivery mode in meeting this challenge.

Implementing the metro/urban centers concept will allow the system to effectively utilize existing resources, develop new resources, and establish itself as a vital catalyst for political, social, and economic change for families, individuals, and communities in metro/urban environments. The centers will serve as a primary source of support to county staff in metro/urban areas in implementing comprehensive, research-based, interdisciplinary Extension outreach and educational programs targeted to specific mandated clientele.

One goal of Alabama's Metro/Urban Center is to take on nontraditional programs. Nontraditional programs are pioneering contemporary programs and practices that reflect unique and futuristic methods of design, construction, and implementation, which open new vistas for the Alabama Cooperative Extension System and which expand the outreach of the System to more fully serve all the people of the State of Alabama. Such programs and practices most often may not fit within the categories of traditional Alabama Cooperative Extension System programs and audiences. However, such programs will involve new areas of interest, clientele, and delivery techniques within the system's traditional base programs.

Another way to provide services to metro/urban clients is through Web sites. North Carolina Extension has found success in forming partnerships in metro/urban forestry. They have a Web site that discusses the benefits of forming metro/urban partnerships for forestry programs. The Wasatch Front area of Utah is rapidly losing open space. Metro/urban forestry programs will be important in the future of metropolitan Utah cities. Partnerships like the one in North Carolina will be essential for Utah State University Extension.

Additionally, Ohio Extension has a history of great metro/urban programs, and they have created a Web site dedicated solely to their metro/urban programs. Included in the Web site are metro/urban program success stories and articles written by Extension agents on their experiences in forging Extension metro/urban partnerships. Texas has large metropolitan areas where metro/urban partnerships are needed if Extension is to survive in these rapidly growing areas. Texas A & M has a Web site dedicated to outlining their goals for metro/urban Extension programs and partnerships in Texas.

U.C. Davis in California has started offering classes as part of a public/private partnership. They see this as the key to successful metro/urban land development. The University of Wisconsin Extension has found metro/urban partnerships important in starting a Small Business Development Center that was established to help potential entrepreneurs in a metro/urban environment struggling with restoration and renewal. A list of resources reviewed can be found in *Appendix A*.

In summary, the importance of researching the success and failures of other states cannot be overstated. As Utah launches this metro/urban initiative, we must rely on the guidelines and experience other states have set forward in their metro/urban partnerships to make sure we are on the right path.

With this research in mind, members of the Developing Collaborations and Partnerships to Serve Metro/Urban Extension in Utah sub-committee mailed a survey in March 2007 to faculty in Extension offices in metro/urban and emerging metro/urban areas in the western region of the United States. See *Appendix B*. Eighty-one surveys were mailed. Two were undeliverable. Twenty-nine were completed and returned, a 37% rate of return. (Many respondents marked more than one category.) The survey questions were derived from the executive summary of a dissertation by Jack Kerrigan, Ph.D. titled, "Exploration of Future Practices for Metro/urban Extension County Offices: Identifying Patterns of Success using a Modified Delphi and Case Study." Survey results include assessments from 21 metro/urban counties and 7 emerging metro/urban counties.

Agents were asked what were the issues they faced and why collaboration and partnering is important for Metro/Urban Extension. Without a doubt the majority of responses stated in various ways that partnering with resources outside of Extension is extremely important for the survival of Extension in metro/urban areas. Comments included:

- "The more densely populated an area, the more options there are for education and services. Extension will never have enough resources to be able to make a significant difference in metro/urban areas. It is imperative that we collaborate and partner with other service providers if we really want to make a difference for a large percentage of the metro/urban population."
- "Without collaborations and partnerships Extension is just a splash in the pond. It is important to join forces."
- "... not all programs are traditional 4-H."
- "The need is so great that the only chance of making a difference is through collaboration and partnerships."
- "Programming to agriculture roots is not relevant in metro/urban settings. No one accomplishes anything alone."

For a full report, see *Appendix C*.

Current Approaches

Utah's metro/urban and metro citizens groups have need for the research-based education that Extension offers. The needs are so great though, and resources so tight, that we usually need to engage in partnerships to ensure that our programs are effective. We can't

do it all by ourselves, nor should we. Metro/urban Extension can benefit from engaging in partnerships in two ways. We can establish partnerships to get others' help with our educational projects and programs, and we can participate in partnerships to help others with their projects and programs. Both are necessary to carry out our mission and to be effective and relevant.

Often we in Extension have a project or program we want to carry out that requires resources beyond our means. We usually have an Extension agent or agents and/or Extension specialists with both the subject matter knowledge and educational skills to address the problem. However, often there are resources we lack, including:

- Finances
- Staff time
- Volunteer time
- Space and facilities
- Marketing ability or skills
- Access to clientele

For successful programs we routinely overcome these obstacles by entering into or establishing partnerships. We seek out grant funds or contracts to provide financial support, we train and cultivate permanent and temporary staff and volunteers, we rent or purchase space and equipment, and we use others' mailing lists and Web links to market our programs. Besides solving these practical, logistical problems, making others partners in our programs, if done well, builds strength by creating allies. These allies become personally invested in the success of our programs, while bringing along the support of their agencies and groups.

Partnership participation, on the other hand, involves Extension bringing our educational skills and subject-matter knowledge to the table to help other partners carry out their programs. Often another agency or NGO has an idea for a public-outreach or educational program. They may even have some or all of the subject-matter expertise to carry out that program. However, such groups quite often lack the knowledge of how to plan and carry-out an educational program. The group may know what subject matter they want to get across, or what behavior they want to promote or curtail, but they often lack the knowledge of how to properly identify their audience, how to reach that audience with what educational content, and how to measure or even why to measure the program impacts. Extension agents and specialists add valuable knowledge to such partnerships with our experience planning, carrying out, and evaluating educational programs.

Partnerships take time and effort. Whether letting someone lend their advice or other assistance to your project, or being a part of someone else's project, sometimes it seems like it would be easier to just do it yourself and let them do it themselves. Certainly just working on something and getting it done and out there has something to be said for it in limited circumstances, but to be really effective in a big way you need to let others in and help others. Often the participation of Extension professionals in someone else's educational project not only strengthens that project, but that connection leads to other

connections. Being at the table and contributing value to one project makes it likely that you will be thought of some time down the road when another opportunity or need arises. You also learn who is who and what resources different people and groups can bring to the table when Extension has needs.

Extension has been in the business of partnerships for over 100 years, but metro/urban programming involves new partnerships that seem different, yet in the end operate similarly to our more traditional partnerships. It seems that the main difference between Extension partners and partnerships in metro/urban versus rural areas is Extension's more dominant rural presence. County agents in most rural counties are well known and what they can do for the people of the county is understood and appreciated. Few other informal educational providers exist, especially for adults. Extension also has a strong tradition for providing the agriculture and related programs that rural audience's value. Extension resources still are strong in those traditional areas as well, at least on a per capita basis.

Extension in metro/urban areas, on the other hand, is not well known and what we can do for people is not clearly understood. Our staffing levels are dwarfed by the large numbers of potential clientele with many problems we could potentially address with our programs. Some agents don't have the skills to address some of the community's needs. USU specialists may not have the backgrounds or interests that are needed to serve the needs of metro/urban clientele. This lack of visibility and capacity can certainly be counteracted by gaining new resources and redirecting existing resources for more and more-effective metro/urban Extension programming. It also increases the need to engage in partnerships. We in Extension may never be as dominant an educational provider in metro/urban areas as we are/were in rural areas, but we can have huge impacts in making metro/urban peoples' lives better partly through partnerships.

There is some feeling that metro/urban programming puts us in competition with other metro/urban-serving universities. Indeed we are potentially at a disadvantage being part of a somewhat rural-identified university (USU), while several large universities and colleges are located in the heart of the metro/urban areas we want to serve. However, engaging in partnerships with those universities and colleges will keep us at the table. As long as we have excellent, high quality educators producing good programs and materials that fulfill needs and serve important metro/urban audiences, we will maintain or enhance our position relative to those potential competitors.

Examples of three outstanding Extension partnership models are given in *Appendix D*

Recommendations

Members of the Developing Collaborations and Partnerships to Serve Metro/Urban Extension in Utah sub-committee have organized their recommendations under four main headings: partnership alignment, partnership sustainability, risk taking and partnerships, and partnership impediments.

Partnership Alignment:

In 1991, Kirk Astroth wrote an article for the Journal of Extension called *Getting Serious About Strategic Alliances*. In that article he talks about “Cowboy management” as a guiding philosophy governing many management styles. In many instances, Extension still uses the cowboy management style, one that dictates individualism and “go it alone” strategies. Often counties form strategic partnerships participate in short term coalitions to present a program, but long-term collaborations are rare. Though this article was written 16 years ago, little has changed over time.

Partnering, even amongst county agents, can be problematic in Extension. The tenure and promotion process endorses and encourages development of programs over the adoption of an existing program and merely being a facilitator. Likewise, county lines are heavily drawn, and running a statewide program can be tricky because these programs have no inside borders.

Typically, youth programs form many of Extension’s existing partnerships. These partnerships in the modern past have not changed significantly over time. The most significant partnership changes here would be military bases and Boys and Girls Clubs in more metro/urban areas. We are beginning to see many new partnerships based in finance education.

Partnership Sustainability:

It will be critical in the future to engage the entire University in providing Extension education in the future because:

- Extension resources are shrinking. For example, with the demise of the College of Family Life, Extension specialists in this area are few.
- All university faculty need to work on P&T. If more departments can provide Extension education, no one specialist will be over worked.
- Financial resources are stretched thin. If all departments participated in Extension, financial resources would go farther.

Likewise, collaborations with other Universities will be crucial. USU and Extension cannot be all things to all people. We also do not need to duplicate other research, but we can partner for greater impact and greater results. Two current examples are research going on at the U about readiness for retirement here in Utah, and research at BYU’s Center for Economic Self-Reliance about finances and Utah’s single mothers. A member of this sub-committee is on advisory boards for both, and USU Extension will benefit by the research and Extension will get credit.

The fact that most agents surveyed responded that collaboration with universities was not helpful or non-essential demonstrates the lack of Extension partnering and the lack of recognizing the potential.

Risk Taking and Partnerships:

Turf issues, workload inequities, and failure to be recognized are the biggest barriers in forming strategic partnerships. These should not be barriers. We live in a global environment, and we must learn how to address these issues.

4-H and Extension are famous for being the “best kept secret” and “silent partners.” Being the “Lone Ranger” in any program area is dangerous. Partnerships will build and create sustainable metro/urban programs.

Partnership Impediments:

The only impediments we face with new partnerships is not seeking or asking other organizations to partner with us. All we need to do is ask and then move from there. Many of the Extension staff working in metro/urban areas already have formed and will continue to form strong metro/urban partnerships (examples include: partnerships with military youth programs, school districts, after school programs, etc.).

We believe it is necessary to provide education to our faculty about the types of partnerships and collaborations and how to go about establishing worthwhile partnerships. We need to assess the personality types of our metro/urban agents to determine if they have the temperament to deal with metro/urban issues and provide appropriate education in developing sustaining partnerships.

PROGRAMMING CONSIDERATIONS: MODEL METRO/URBAN PROGRAMS

**COMMITTEE MEMBERS: TERESA HUNSAKER,
MAGGIE SHAO, JOLENE BUNNEL**

Issues

Utah State University Extension has developed an extensive portfolio of programs currently being delivered to metro/urban and rural audiences. Some of these programs meet the needs of both metro/urban and rural audiences while others are specific to the geographic location of the audience. Identifying the needs of rural and metropolitan communities is an on-going process in the state. Extension advisory councils, state and community collaboratives, and the Extension faculty informally scan the programs environment. Such scans lead to the initiation of programs designed to meet the needs of communities to be served. The formal assessment of community need in metro Utah, however, must become a priority if we are to target and tailor programs to meet metro/urban need. Extension must be willing to critically analyze the current program mix and jettison those programs that no longer are viable or meet need in an era of scarce resources and discriminating consumer demand. See *Appendix J*.

Utilizing the *Nominal Group Technique* the Metro/Urban Extension Task Force explored potential programs they believed Extension should explore and develop for metro based audiences. The task force then compared their perceptions with those of the general public, which was obtained from the public listening sessions, on issues and strategies conducted as component of the 2007-2011 State Plan of Work. The results of this research provided an initial springboard for the task force to further explore and analyze program areas in natural resources/agriculture; youth/4-H; family and consumer sciences; and community and economic development.

The top ten program/issues to be considered for Metro Extension audiences emerging from this research are listed below:

1. Financial insecurity [6.69] [94%] [investor education; metro/urban audiences viewed this area as slightly more important than rural audiences]
2. HON - Health Obesity Nutrition [6.27] [93%] [nutrition and obesity programs were rated 89% respectively]
3. Youth club programs [5.79] [95-98%] [all youth issue/strategy areas were ranked in very highly by the public 95-98%]
4. Career exploration for youth – science, energy, technology [5.70] [95%]
5. Metro/urban farm markets [5.62] [87%] [organic and nitch markets]

6. Issues regarding air and water [5.58] [99% water related; 79% air related]
7. Loss of Ag land and development - metro/urban land use [5.50]
8. Predatory lending [5.50]
9. Right people, right task [5.15]
10. Environmental horticulture [5.15] [87%]

Metro/Urban Task Force Views

This data was compiled and ranked based on responses received. The Metro/Urban Task force ranked each of the items on the basis of how important the program/activity should be to Extension [1-10 scale]. Rankings of importance are displayed [i.e., 6.69] following each program/activity area.

General Public Views

Data from the 2007-2011 Plan of Work public listening sessions on issues and strategies was then reviewed to determine how the public viewed issue/strategy areas related to the program/activity areas suggested by the Metro/Urban Task Force. Based on the nearly 400 statewide respondents who participated in listening sessions, online surveys, or purposeful sample surveys, a ranking and percentage indicating how important this issue/strategy area was to them was established. The [i.e., 94%] following the program/activity represents the value the public placed on this program/activity area.

See Appendices F and G for the full study results.

Utilizing this research, which identified programs/issues to be considered for metro/urban audiences, the task force analyzed current existing programs being delivered to metro/urban audiences in Utah. They further reviewed other nationally recognized metro/urban Extension programs to determine if the present Utah State University program offerings were parallel with these metro/urban programs. An analysis chart and supportive survey documentation are contained in the addendum of this report. See *Appendix E*

4-H/Youth

Issues:

Programs in youth development, such as 4-H, compete for the attention and participation of metro/urban youth. Significant offerings for metro/urban youth including boy and girl scouting, athletic programs in basketball, soccer, baseball, football, lacrosse, swimming,

Boys and Girls clubs, and others provide a plethora of opportunity for youth. Traditional 4-H youth development programs are virtually nonexistent in some metro/urban and inner city communities. The perception among some youth is that 4-H only provides programs for rural youth interested in raising and showing farm animals at the county fair. Attracting youth to 4-H programs that spark the youth's interest, are entertaining, and are perceived as high tech, are among the challenges faced by metro/urban 4-H. Increasingly the job of attracting, training, and retaining caring adult 4-H volunteers in metro/urban settings is extremely difficult. Creating volunteer sustainability in a metro/urban environment where adult discretionary time is at a premium is a significant issue in youth development.

Current Approaches:

Significant inroads have been made over the past ten years engaging metro/urban youth in 4-H programs through afterschool venues and other short-term, special interest, and school enrichment programs. The 4-H Youth Development Program has some extremely strong pockets of involvement in metro/urban areas. Some of the uniqueness of 4-H programming to the metro/urban area included many grant funded/soft money projects such as 4-H Afterschool, 4-H Mentoring, Construction Career Days, GPS/GIS, etc. These programs use paraprofessionals that facilitate the programming instead of solely relying on volunteers. The use of 4-H paraprofessionals requires funding sustainability which generally has been achieved through grants. Programs which represent the strength of 4-H in metro/urban areas and whose focus is based around youth clubs and career exploration—science, energy, technology include: 4-H Mentoring—YFP (Dart), 4-H Afterschool (Jones/Bunnell), Traditional Club Programs, Camps, Retreats, Contests, School Enrichment, Youth Leadership/Citizenship, GPS/GIS (Francis/Parent), Aggie Adventures (Francis), Robotics (Francis/Parent), Tech Teams (Francis/Parent), Space Camp (Bunnell), DinoSnore Camp (Thanksgiving Point), Discovery Space Camp (Eliason), Spanish Computer Program (Mendiola), Plant Lab (Wolf), Container Gardening at Day Camps (Shao), Teen Financial Literacy Day Camp (Albertson, Jones). [See *Appendix E* for other programs representative of youth metro/urban programs in other state programs.]

Recommendations:

Engaging metro/urban youth in 4-H has been a strategic goal of Extension over the past ten years. Significant inroads have been made and collaborations formed with entities such as Thanksgiving Point, Weber State University, and other organizations in the development and delivery of metro/urban youth development programs. Orchestrating coordination between metro counties in Utah to create a seamless offering of engaging programs attractive to youth in metro/urban settings must become a high priority for Extension if we are to effectively compete in the youth development world. Increased collaborations and program delivery with other youth serving organizations is paramount to the future success of 4-H. The strength of youth development programs will be enhanced when Extension dedicates additional faculty to serving youth as their primary

role in metro/urban areas. We are woefully short of faculty dedicated to serving the needs of metro/urban youth in Extension.

Areas of Emphasis to be Considered for Metro/Urban Areas:

Programs that enhance youth connectedness to the world of work, promote healthy living styles, encourage relationship and citizenship development, facilitate engagement in a highly technology driven world, and meet the needs of metro/urban youth for self actualization are critical to the 4-H mix. There are a significant number of existent programs in the Utah 4-H program mix. Perhaps the greatest need is for additional dedicated Extension staff to fulfill the needs identified by youth and community leaders in the Utah metro area.

Natural Resources/Agriculture

Issues:

As the metro/urban area continues to grow in density, the demands on limited natural resources become greater. In metro/urban metro areas, sustainable management practices to benefit and sustain the residents in these areas must be implemented. Educating the commercial producer, municipalities, and homeowners on proper and sustainable horticulture and agriculture practices can preserve them. Horticulture and agriculture issues of concern include but are not limited to: Water Conservation, Water Quality, Sustainable Horticultural Practices, Wildland Metro/Urban Interface Fire Issues, Metro/Urban-Rural Interaction, Metro/Urban Forestry, Small Acreage Management and Sustainable Agriculture.

Current Approaches:

USU Extension role in sustainable natural resource management and metro/urban agriculture is through ongoing research and educating the residents in these metro/urban areas on sustainable practices. Existing programs serving some of the needs of these metro audiences include: Small Acreage Workshops (McKendrick), Farm Field Days, Diversified Agriculture Workshops (Ward & Drost), Utah Berry Grower's Association (Black), Junior Master Gardener (Francis/Holmes), Master Gardener Volunteer Program, Utah Green Industry Conference – Thinking Green – The Business of Sustainability, Jail Horticulture (Salt Lake Co., Utah Co.), Consumer Horticulture – Plant Diagnostics & Phone Help Lines. Project WET (Mesner), Adopt a Body of Water (Mesner), Slow the Flow, Water Conservation (Kopp), Fire Wise Landscaping (Kuhns), Water Wise Landscaping – Master Gardeners, Utah House, Utah Botanical Center Programs, Master Tree Steward (Goodspeed), Utility Arboretum (Goodspeed), Ogden Botanical Parkway Programs, Native Plants (Kratsch), Master Naturalist Program, Utah Envirothon (youth), Organic Farming (Drost), IPM – Integrated Pest Management, and Extension Metro/Urban Forestry Programs.

Recommendations:

USU Extension is currently involved in many effective program efforts that address issues affecting the growing metro/urbanization of Utah. However, to be relevant these programs need focused promotion and marketing to build awareness with metro populations. It is not necessarily effective to increase the numbers of programs, but targeting key populations will benefit the most from existing programs.

Areas of Emphasis to be Considered for Metro/Urban Areas:

The priorities identified by the Metro/Urban Task Force regarding air and water quality, land use planning – green space and Ag land loss/preservation, environmental horticulture and metro/urban farm markets should be the emphasis placed on existing programs.

Family and Consumer Sciences**Issues:**

Family and consumer sciences related issues have been identified by the task force and Utah stakeholders as significant issues Extension must address in serving both metro/urban and rural audiences. The uniqueness of Utah communities needing programs in these areas may necessitate differing instructional approaches and marketing practices but the primary curricular content remains relatively the same regardless of a metro/urban or rural orientation. Among the most pressing issues and programs identified in family and consumer sciences are: financial insecurity; health, obesity and nutrition; predatory lending; balancing work and family, and aging issues. Many other federal and state agencies engage in addressing these issues with their own unique programs. Extension must be vigilant in establishing an unequalled niche in the market place addressing these issues and be willing to collaborate with other agencies on programs serving metro/urban Utahns.

Current Approaches:

A significant number of Utah Extension programs are currently addressing the issues identified as significant in family and consumer sciences. They include: Bankruptcy Prevention programs (House), Utah Saves (House), Home Buyer Education (Albertson/Hunsaker), Individual Development Accounts – Matched Savings for Low Income Households (House, Albertson,Hunsaker,Roueche); Take Charge of Your Money, Personal Financial Choices (Rowe), Youth Financial Literacy (Jones), 4-H CCS Curriculum (Lyons), Consumer Decision Making Contest/Life Skills Bowl (Lyons), EFNEP/FSNE, Healthy Lifestyles, Healthy Beat (Christensen), Herbal Remedies (Oldroyd), 4-H Foods Curriculum (Jones), Sports Nutrition (Albrecht,Oldroyd), Fresh From the Heart Produce Donations (Shao), Container Gardening at Food Pantries (Shao), 4-H Livestock/Meat Donations to Food Banks (Smith), Family Night Out (Dart), Single

Parent Family (Higginbotham, Skogrand), Care for the Caregiver (Hunsaker), and Disaster Preparedness (Washburn,Hunsaker).

Recommendations:

The aim of Extension has always been to provide programming and education to improve the quality of life for the citizens of the state. Never has it been needed more in the metro/urban environment. With the ongoing partnerships such as UIDAN, United Way with the Utah Saves program, and the JumpStart Coalition for Youth Financial Literacy, Utah Homebuyer Education Coalition, along with EFNEP/FSNE and other Extension based educational programs, USU Extension has created a foundation for programming related to finance, housing, nutrition, health and well-being, producing and securing a safe food supply, and learning how to handle the complex issues of aging. It is recommended that support be given for continuing programming that is in place while adding to that foundation more in-depth programming dealing with the aging population, creating partnerships with the Metro/Urban University Gerontology Departments, County and State Aging Services as well as drawing from other Extension resources across the country to assist clientele in managing their health, finance, housing issues through lifecycle changes, and increasing life skills. The aging population will be a group that must be addressed in the metro/urban areas where they are congregating seeking services. Additional staff with this expertise would help to fill this void.

Areas of Emphasis to be Considered for Metro/Urban Areas:

Programming should include information to help families create stability in their lives financially, encourage healthy living related to foods and nutrition, obesity, balance of work and family, and an added emphasis on the aging population and programming to assist both the aging clientele, but also their caregivers. Added staff with background in aging issues and resources will be needed. With natural disasters increasingly occurring locally, nationally, and internationally with an accompanying related scarcity of resources and lack of ability to respond with immediate assistance, continued attention needs to be paid to disaster management with increase in programming and resources.

Economic and Community Development

Issues:

Jobs and the economy are high priority issues for Utahns. Extension audiences are concerned about the creation of new jobs, Utah's wage rates, and programs and incentives to attract new businesses. Other issues influencing Extension programs include those that will promote the economic prosperity of Utah through business competitiveness, entrepreneurship, and economic diversification; information on business management, finance, taxation, and estate planning; home based and micro business management, small business financial management; programs which provide

manufacturing assistance to Utah businesses and those that support tourism development. Community is the focal point where people feel a sense of personal involvement and take pride in their actions. People join with their neighbors to plan for a secure and prosperous future. Utah communities are facing new challenges like global economic restructuring and the devolution of government services.

Strong community development programs, anchored in research, education, and teaching are critically important to help Utah's communities chart their futures. Further programs which promote building capacity for effective community governance through the development of leadership skills among both adults and youth and which develop and deliver community resource planning are critical to metro/urban Utah. Communities need analytical and planning expertise to drive decision making processes. Rapid community growth presents a number of challenges for local citizens, their elected and appointed officials, and public agency professionals. Unplanned development can ruin the amenities that draw newcomers and make communities attractive for all residents. Programs which foster good land use decision making at all levels and improve coordination and cooperation between federal, state, and local jurisdictions to achieve land management and resource conservation strategies will help to meet the need of many metro/urban audiences. Affordable housing must be a part of this whole plan in the metro/urban arena where housing prices are high and wages are low.

Current Approaches:

Utah State University partners currently with the University of Utah and others in the USTAR Initiative to increase the opportunities for business development and growth through the Research and Innovation Campus. Western Rural Development Center is housed on the campus. Business and Economic Development emphasis by Extension Specialists include: Bentley (Entrepreneurship, Home Businesses, Business Relations, Small Business Management, Supervisors and Management Training); Biers (Entrepreneurship/Home Based Business, E-commerce, Tourism); Bentley, Ward, Godfrey, Bailey (Economic Development), Guy (Community Surveys and Youth Council Education). Extension agents provide leadership training for 4-H youth involved in Teen Councils, State 4-H Staff provide teen leadership training for 4-H teen leaders. Education includes horticulture programs to teach commercial fruit and vegetable production (Shao), water management programs such as "Slow the Flow" water conservation in the metro/urban areas of the state (Jackson). Extension agents and specialists partner with other government and private agencies to provide financial education for bankruptcy filers, homebuyer education to protect homeowners from predatory practices, serve on housing rehabilitation loan committees to assist metro/urban homeowners with limited incomes strengthen their stability in the community. State specialists provide education on metro/urban forestry and firewise landscaping for metro/urban environments.

Recommendations:

There is a good resource base at the University to support county staff in this area; however, there is a need for additional Extension county staff members to support

community and economic development in the metro areas of the state. Extension agents are overwhelmed with the work they already are doing and it is difficult to find time to spend in this area. In addition, more skill is needed by the agent staff in this area in order to carry out programming and make recommendations to metro/urban planning committees, etc. Having regional specialists housed close to the metro/urban centers, similar to the bankruptcy prevention specialist and water conservation specialist who work across county lines and have one area of emphasis, are very effective and a great model for the type of position that should exist to support an area of emphasis. Continued support for existing finance, housing, horticulture, business development, water management, youth leadership programs is critical.

Areas of Emphasis to be Considered for Metro/Urban Areas:

Increase staffing of regional Extension specialists or agents trained in community and economic development to partner with government and community agencies, which can travel across county boundaries. Increase attention to youth leadership development, financial stability, water, horticulture, and environmental education in the metro/urban setting.

MARKETING AND DELIVERY SYSTEMS

COMMITTEE MEMBERS: DAVE FRANCIS, CAROLYN WASHBURN, DIANE REESE, DEAN MINER

Issues

The issues of marketing and promotion of Extension programs in the metro/urban regions of the state are not easy to address because of the population size, competing agencies, and lack of accessibility to the media. A significant concern is the accessibility and ability to utilize mass market promotion opportunities e.g., TV, radio, print ads, billboards, etc., to promote Cooperative Extension programs and initiatives. In addition to the financial barrier, most field staff do not have access to funds designated for promotion, or have training in how to access “free” promotion opportunities like public service announcements, community calendars online, radio, TV, etc. Additional training in how to measure the impact and effectiveness of various promotion efforts is needed to assist field staff. Extension units cannot continue to be all things to all people. Extension staff should use the “Hedgehog Concept” outlined in Jim Collin’s book “Good to Great” to determine the areas where they can make a significant impact. [See *Appendix K*.]

The Brand Identity

A large portion of the metro/urban population doesn’t recognize the resources that Extension offers. Often times clients and staff refer to Extension as “the best kept secret”. In 1995 a national study revealed that 45% of people surveyed had heard of Extension, but only 8% had someone in their family use an Extension service in the past year. The brand identity of Extension is often associated with programs like food preservation/canning safety and agriculture. To remain relevant in a metro environment, a shift in the brand identity is required to assist in the public perception both for individuals, agencies and political leaders to recognize the expertise and programs Extension has to offer.

A complete report of the 4-H brand identity report can be found in the recent 4-H Benchmark Survey. [See *Appendix L*.]

Current Approaches

Recent changes in the Extension word mark reflect a shift in the brand that promotes Web access through all lowercase. Co branding with the Utah Saves program assists the promotion of a new program. 4-H SET for Life (Science Engineering and Technology) mission mandate 4-H is attempting to “spin” the clover brand to reflect a more accurate picture of what 4-H has to offer.

Recommendations

Extension must continue efforts to promote the new Extension word mark to build brand identity and equity. The marketing team must work with county offices in metro/urban

areas to update office environment public spaces, web and print media to reinforce the brand identity of Extension.

The Lack of Skills/Tools in Extension Field Staff to Market

Issues:

The bulk of field staff working in metro/urban environments has education in the areas of agriculture and family consumer science, providing expertise in content area, but lacking the needed skills in marketing and promotion of the specific programs and the overall Extension message. Recognizing the fact the Extension marketing staff is small, there is significant need to provide training to assist field staff and county support staff with the tools to assist with local marketing issues. In addition to marketing skills, technology support, especially software, needs to be addressed. It's difficult for field staff to utilize campus based promotion pieces developed in *InDesign* when the only software county staff has is *Printmaster* or *Publisher*. Extension staff is known for their ability to work independently and meet local needs. However, these assets can become stumbling blocks in implementing statewide Extension promotion efforts.

Current Approaches:

Recent efforts for statewide Extension promotion have been significantly better than previous efforts, but there is still strong need to involve field staff in the development of Extension marketing efforts to ensure an increased adoption rate. Extension field staff have expressed the need for assistance in developing marketing plans for their programs. These efforts need to allow for program specific promotion as well as the overall Extension message. Extension marketing is very willing to help counties to develop these plans. Marketing efforts must transcend the glitz of key chains and pens and focus on the availability of local resources and promotional opportunities.

Recommendations:

We must work with Extension staff on a county and regional level to develop custom marketing plans and provide ongoing support to them. We must examine Utah State University's Continuing Education efforts to see if there are lessons that we can apply to metro/urban audiences. Our work with partnering agencies and organizations to identify co-branding opportunities and identify methods for field staff to ensure equitable branding opportunities depending on involvement in a project is critical to Extension. Routine regional training is needed to support Extension field staff with marketing and promotion. The development of a style guide and common software programs to be used by academic and support staff would greatly assist Extension faculty. USU Extension

should consider adopting the Penn State Extension model of requiring all staff to attend regular marketing training and sign an agreement that they will use the Extension word mark, template designs, and civil right statements on all Extension related materials.

Extension Environment

Issues:

Significant efforts have resulted in the enhancement of the virtual Extension office; the same efforts need to be applied to the physical Extension office environment. Quality of the customer experience who visits an Extension office varies significantly from county to county. Hours of operation typically don't easily accommodate a large portion of the population.

Current Approaches:

Most counties have signs outside the physical space identifying their location. County Web sites have a uniform look. Programs like home buyer education and Master Gardener are offered in the evening or online to accommodate various schedules.

Recommendations:

We recognize the restrictions of budget and county facility collaborations, but efforts should be made to enhance the customer and employee environment to reflect the connection to the land-grant university and promote the Extension brand. "The county Extension Office is the front door to the land-grant university."

We must establish as priority staff training in customer service to better meet the needs of metro/urban and rural clients. We should consider flexible hours of service through flex time, later office opening times, and other methods that may facilitate the needs of metro/urban clients.

Program Delivery

Issues:

For a 100 years Extension has prided itself in providing excellent, research based content through face-to-face and, at times, individual onsite consultation. As the population grows, with the number of Extension field staff remaining static, there is a need to increase capacity in programs through volunteers, other providers, and the Internet.

Current Approaches:

Extension programs are increasingly using volunteers, e.g., Master Gardeners or 4-H leaders, to assist in the delivery of programs. Increased presence of program delivery

through a blend of face-to-face and Web based programs successes have been found in downloadable fact sheets, online volunteer and home buyer education courses and the Ag in the Classroom virtual workshop.

Recommendations

Retail to Wholesale:

We must continue transitioning program delivery from “retail”, face-to-face experience to providing programs to other individuals and agencies in a “wholesale” model. This ongoing shift is not without concern however, in the areas of content control, and ensuring that the information shared is consistent, accurate, and non-biased. We must be consistent in establishing “Brand Identity.” This is critical to USU in the metro areas of Utah if we are to be established as a leader in education with this educationally savvy clientele. A compilation of best management practices guidelines as evidenced from Extension programs that have made this shift from retail to wholesale should be established. The 4-H Afterschool program provides a model of how this shift can be accommodated in Extension.

Location:

The real estate motto, “location, location, location,” has significance to metro/urban Extension programs. Extension offices in rural communities are usually easy to access and can include adjacent space for programs, serving the function of a gathering place for the community. In contrast, metro/urban Extension offices may lack parking, can provide less of an environment for hands on learning, and depending on the time of year, may not have community space available (during elections for example) making these locations less than ideal to offer programs. Additional barriers are the inaccessibility of metro/urban county offices during evening or weekends and some potential Extension clients tend to avoid government facilities. Cost related to program delivery sites often limits Extension faculty’s ability to expand to other locations. Increasingly we are seeing Extension programs and materials offered at locations that provide unique teaching environments or that attract potential Extension clients. These locations include botanical gardens, schools, farmers markets, grocery stores, shopping malls, financial institutions, and equestrian arenas. Extension can better serve diverse audiences by not relying on people to come to the Extension office for programs or information, but better identifying locations for learning and engage people in these environments. In addition to program sites, the locations for product placement, such as Extension fact sheets, should be identified. In addition to physical space, virtual space on the internet is increasingly important to meet the needs of metro/urban clients. As we stake our claim in the virtual landscape we need to both optimize search engines to increase the frequency of our Web site coming up in searches and have protocol in place to provide current up to date

information. In addition, we need the capability of online payment for classes or materials. The transition of county Extension Web sites to *EZ Plug* helps facilitate this; however, unless the sites are updated our customers will not continue to visit the site.

Programs and Products

Issues:

Extension has many useful, content rich publications including fact sheets, booklets and CD's, however the physical appearance of the products doesn't reflect the value of the content. Products are sold at or below cost. There is a misconception in staff, including support staff, that being a not for profit organization means publications should be produced for free to the public or at extremely low cost to "cover material costs." Program and product offerings vary significantly from county to county. Newsletters lack a uniform look and content. Citizens on the Wasatch Front don't have strong associations to the county they reside, living and working across the region; research suggests that people are willing to travel upwards of 50 miles to participate in valued programs.

Current Approaches:

Extension forestry has produced quality materials at an affordable price and offer streaming video presentations. Extension horticulture agents routinely offer information about Master Gardener courses across the Wasatch Front. The 4-H Aggie Adventures for Kids program utilizes a fee for service model that generates program revenue for ongoing support. The Online Homebuyer Education Course is available for clientele across the country and especially for metro/urban clientele with varying work schedules at a very affordable price. A large number of fact sheets can be found and downloaded online.

Recommendations:

Extension must improve brand recognition and the perceived value of publications produced through a standardized and appealing look. The pricing of materials should be examined to provide affordable products, to include fees associated with the development, management, and reproduction costs. Extension must examine a regional approach to program planning and product placement. We should create more specialized programs to the region. Each jurisdictional area need not duplicate and offer the same programs. However, a core group of programs and products should be identified that are consistent across the region. Extension must identify discipline content/program coordinators for the region and assist them in coordinating the efforts within the metro area.

4-H Programs

Issues:

4-H has one of the largest potential program offerings in Extension. The size and scope of 4-H programs are largely limited by the number of 4-H adult leaders the program is able to recruit, train, and sustain. 4-H suffers from a turn of the century brand identity. Today's 4-H is more than cows and cookie programs. Volunteerism trends are shifting from long term volunteer commitments to short term volunteer opportunities.

Current Approaches:

Extension 4-H programs currently identify staff with abilities and skills in volunteer development and management. They are proactive in providing, training and supporting volunteers. The 4-H program collaborates with afterschool programs or other agencies and organizations that have staff that can assist with programs. The youth programs offered by Extension provide fee based activities that offset the labor costs of hourly staff.

Recommendations:

4-H staff position should not focus on direct teaching by paid 4-H staff, but should focus on the development of programs that can be sustained through adult volunteers, youth, and others who can provide the training and support for the identified programs. Extension must identify and duplicate successful volunteer recruitment, training, and retention practices in successful counties. We must provide a more uniform 4-H experience across the region. Extension should research peer institutions like the Girl Scouts of Utah. These organizations face similar issues in leader/youth recruitment, competition with other faith based programs, perceived program image and have a similar staffing pattern. Extension must evaluate program delivery modes to determine which ones create significant impact or revenue. If a program doesn't generate significant impact or revenue it should be examined as to the value in continuing the program. Extension must provide more fee based programs in years of scarce resources. We must develop a strategy to transition youth from short term activities such as camps to sustained 4-H club membership.

Conclusion: No More Silos

To better serve the people of Utah, Extension needs to provide programs that more fully focus on an identified issue and then apply an interdisciplinary approach in helping clientele thoroughly examine the issues. Conceptualizing programs in the traditional silos of 4-H, Agriculture and Family Consumer Science does not provide integrative engagement. Applications of this process were evident at many presentations at the 2007 Metro/Urban Extension Conference. We learned that when youth were involved EFNEP, horticulture, FCS, 4-H programs and in developing a youth gardening program that they developed skills in nutrition, horticulture, and entrepreneurship. Building on their diverse skill sets Extension teams can facilitate Extension for another 100 years by being relevant and connected to the needs of our clientele.

DEFINING THE STAFF TO SUPPORT METRO EXTENSION

**COMMITTEE MEMBERS: JERRY GOODSPEED, JOANNE ROUCHE,
STEVE COX, STEVE DANIELS**

Issues

The staffing sub-committee feels there are five areas that need consideration in the metro/urban environment along the Wasatch Front. These five areas are not inclusive and are patterned after other models from other states working under the similar metro/urban conditions.

Professional staffing is defined as off campus faculty and staff professionals that service Extensions clientele in a metro/urban setting. It perhaps goes without saying that the professional staff need to have the skills required to appropriately understand and deliver the education programming that meets the needs of a metro/urban audience. Perhaps more importantly, those skills may be different than traditional Extension skills. Many of these skills and abilities are inherent with some individuals who have lived in an metro/urban setting for much of their lives, while others are developed over time through a process of working in and being a part of a metro/urban environment. Many of these skills are foreign to the traditional Extension agent and very difficult to be developed through one's own initiative. These skills include the ability to develop and unify coalitions involving other minority serving organizations, understanding the metro/urban population financial and economic situation and how it can be improved, effective communication, knowing family norms and strengths, appreciating community customs and traditions, and being able to adjust programming to fit within their criteria and comfort, plus others.

If Extension is going to connect with metro/urban audiences, it is important that Extension professionals "mirror" the audiences they hope to reach. That argues for a greater diversity in language skills, ethnic background, and educational and life experiences. For the most part these skills and life experiences are developed and learned through life and not periodic training. Some employees should thus have some life and learning experiences with diverse audiences and metro/urban settings.

Current Approaches

The years of experience demographic profile in Extension tells a story about who we are in 2007. The profile alludes to opportunities in the immediate future for reshaping the organization through faculty retirement and attrition. Within the next 5-8 years it is anticipated that nearly 20% of the Extension faculty will be eligible to exercise a retirement option in their careers.

Today more than 30% of the Extension faculty have less than 5 years of experience. New hires, primarily those from the "Gen X and Gen Y" crowd are rapidly replacing the

Baby Boomers who have steered the organization for many years. Their orientation to the world of work is significantly different than their predecessors. These generations value flexibility, informality, individual development, functionality and want a balance between work and home. This orientation will have significant bearing on job longevity and will influence Extension hiring practices if we are to hire and retain the brightest and best.

Historically Extension has hired in emphasis areas associated with agriculture, natural resources, and family and consumer sciences. The Extension organization has a predominance of faculty who have discipline training in the agricultural and natural resources areas of: animal science, plant science, food and nutrition, agriculture education, agriculture economics, forestry, soil science, biology, and agronomy. The second highest number of faculty are trained in family and consumer sciences with discipline training in child development, human environments, food and nutrition, and family ecology.

Metro/urban/metropolitan needs point to a faculty who can address issues associated with housing, addictions, education, transportation, workforce development, aging, healthy life styles, min-farms and ranchette management, youth development, environmental management, metro/urban rural interface, and the list goes on. Are we hiring the right people in 2007 to meet the needs of these metro/urban audiences? Perhaps our traditionalist views and hiring practices will require us to be more adaptable and responsive to the needs of the metro/urban audiences we are serving if we are to survive as a viable organization in the 21st century.

(Utah State University Extension Demographic Profile Study Conducted January 2007 – See *Appendix I.*)

Recommendation

A strong concerted effort needs to be made to hire employees who better mirror the metro/urban population we are trying to reach. This could include, but is not limited to hiring people of different color, ethnic background, with multiple language skills, or with a diverse background. Adopting and adapting hiring practices that will realistically attract and retain Gen X and Gen Y employees.

Regional Director Leadership

Having a dynamic leader for the Metro/Urban Initiative is critical to its success. The efforts of Extension at the University of Georgia have been hampered by the lack of a point person in the six-county Atlanta area. By contrast, the presence of Dr. James Oliver and his dynamic personality in Chicago is surely part of the reason for the expansion and impact of Extension in that city and the recognition of metro/urban extension excellence with the University of Illinois Extension.

Having a regional director whose sole responsibility is the four Wasatch Front counties would create a focal point for the Metro/Urban Initiative. It is critical that this person be a

dynamic leader who could be the face of Extension leadership along the Wasatch. In order to succeed, this person would need to have considerable authority to make decisions and commit resources (almost functioning as an associate director). In order for Extension to be a “player” along the Wasatch Front, we need a person who is visibly “in the game.” This regional leader would be involved in all counties and meet regularly with the county directors.

Create a new Wasatch Front region consisting of Weber, Davis, Salt Lake, and Utah Counties (possible including part of Summit and Tooele counties). This new region would be directed by a dynamic individual who was invested in the metro/urban community and would have the ability and authority to make decisions with the backing of Extension leadership.

Big Bucket Funding

Consistent with the metro/urban regional director recommendation, achieving an effective metro/urban program would benefit from a “big bucket” funding model. The county boundaries in the metro/urban area are becoming increasingly indistinct as the Wasatch Front evolves into a continuous metropolitan area. In order to deliver programs seamlessly and efficiently across the Wasatch Front, it would be useful to develop a unified budget, staffing, and program delivery model that would strive for the most effective program provision. This big bucket model would also enable the regional director to use whatever resources were available along the Wasatch Front with less regard to county lines.

A big bucket model would require some careful involvement of counties in planning and implementation. Counties fund a considerable portion of Extension’s local efforts, and it is imperative that they get full measure for their investment. It is vital that the funds of one county not subsidize another without an appropriate quid pro quo.

This concept is not new and many counties and municipalities along the Wasatch are already using unified program delivery models for services such as law enforcement, fire protection, and library services. Moving Extension in that direction would not be unprecedented. Informally, many of the current Extension programs and agents on the Wasatch Front work across county lines. Programs are shared and agents teach regularly in other counties. This funding model also encourages faculty to specialize and develop areas of strength. This can reduce overlapping programs and allow professionals to make a larger impact in their area of specialty.

A leadership committee would need to be formed and meet with the leadership (Commissioners, etc) of the counties along the Wasatch Front to determine the financial and logistical feasibility of developing a multi-county way of delivering Extension programs. This committee would include each county’s director (Davis, Salt Lake, Utah, Weber) and a person from Extension leadership with the authority to finalize any multi-county agreement.

Change in Staffing Model

Extension in the metro/urban counties could evolve to employ fewer “faculty” with university rank and more paraprofessional/contract employees for the delivery of programs. A surprising insight from Minnesota is the realization that Extension professionals there do no retail program delivery; program assistants or volunteers do that work. The Extension faculty develop programs and curricula, write grants, lead train-the-trainer programs, and conduct evaluations. Increasing our reliance on program assistants for face-to-face delivery may have three distinct advantages:

- Allow faculty salaries to be increased, and thereby be more competitive in the metro/urban employment market.
- Allow for a more nimble/responsive program where we could acquire (and terminate) employees with specialized skills on a contract basis that would allow entry into new program areas (and leave others).
- Allow Extension to attract a more diverse workforce that would mirror the metro/urban population.

This model would require some fine tuning if implemented. Some volunteer programs would need to be led by agents to secure a continuing volunteer base. Other one-on-one services would need to be re-evaluated to their impacts and time required.

Further research should be conducted to determine if this model could be beneficial for Utah and the Wasatch Front. Specific areas to consider include volunteer development and retention, money savings in salaries and benefits, flexibility in program development and presentation, etc.

Hiring Procedures

The university-based hiring model is too slow, cumbersome, and academic. Not everyone who might be interested in working with Extension (and whom Extension might value highly) is interested in the extremely long term commitment that a tenure track model involves. Some potential candidates are also discouraged by the hiring process or never receive the announcements and realize they are qualified.

Developing mechanisms that allow people to be hired more efficiently, and with less emphasis on the “faculty” dimension of Extension would allow searches to be less expensive and also may attract a wider pools of applicants. The university hiring model is geared around hiring employees who may be here 30 years. Extension needs a model for employees who may be here 30 months.

A new hiring procedure should be developed to both improve advertising and entice a more diverse group to apply and become a part of Extension. New position requirements should be developed to allow for some employees that would increase Extensions ability to develop successful programs along the metro/urban Wasatch Front.

Appendix A

Literature Review

<http://www.joe.org/joe/2003february/a3.shtml>

<http://metro/urbanprograms.osu.edu/webpages/bohnamart.htm>

<http://www.ces.ncsu.edu/index.php?page=forestresources>

[http://extension.ucdavis.edu/unit/land use and natural resources/county](http://extension.ucdavis.edu/unit/land_use_and_natural_resources/county)

<http://www.uwex.edu/news/2001/6/sbdc-and-partners-help-build-metro/urban>

<http://www.aces.edu/metro/urban/guidelines.html>

<http://metro/urbantaex.tamu.edu/aboutUP.htm>

Appendix B

Utah Metro/Urban Extension Task Force Survey

February 20, 2007

Dear Colleague,

In many Utah counties rural issues are being replaced with metro/urban problems. Extension in those metro/urban areas is beginning to struggle with relevance in the face of rapid societal change and shrinking resources. To help identify and deal with metro/urban issues, Utah State University Extension has formed a Metro/Urban Extension Initiative Task Force. As members of the Collaborations and Partnerships subcommittee, we are requesting that you as an Extension Agent in an metro/urban county please complete the attached survey to tell us about your experience with essential partnerships and collaborations. To complete the survey mark each numbered area with either an **H** indicating the collaboration is helpful, or a **C** indicating the collaboration is critical, or an **N** indication that the collaboration is non-essential. Under each item that is marked critical or helpful please list some specific examples of the agency, organization, people, or other that you find worthwhile in metro/urban extension programming.

Thanks you for your help.

Sincerely,

Kris Saunders and Ann House

Utah Metro/Urban Extension Task Force Survey

1. Which statement below best describes the county where you work:

_____Metro/urban _____Emerging metro/urban county _____Rural

For a successful Metro/urban Extension Program which of the following partnerships and collaborations are: Helpful (H) Critical (C) Non-essential (N)

2. _____ Government funding partners

If you marked this category as critical or helpful, please list specific funding agencies, organizations or individuals.

3. _____ Local Community agencies

If you marked this category as critical or helpful, please list specific agencies.

4. _____ Local Communities

If you marked this category as critical or helpful, please list specific ways collaboration with communities is important.

5. _____ Metro/urban Universities

If you marked this category as critical or helpful, please provide examples.

6. _____ Colleagues outside of Extension

If you marked this category as critical or helpful, please list specific colleagues.

7. _____ State Specialists

If you marked this category as critical or helpful, please list which of expertise needed.

8. _____ Ability to use the entire university as a resource for outreach.

9. _____ What have been your needs in seeking out partners and collaborators? Please mark all that apply.

_____ financial

_____ to find volunteers

_____ to find an audience/teachable group

- _____ for help with marketing of your programs
- _____ advising/issue identification
- _____ for in-kind donations

10. _____ Were you ever taught to network? If so, where did you learn?

11. _____ What skills do you believe are needed in networking?

Thank you for taking the time to complete the survey. As a final response will you please briefly explain why collaboration and partnering is important for Metro/urban Extension?

Appendix C

Survey Results

County responses to the question: For a successful Metro/urban Extension Program which of the following partnerships and collaborations are: Helpful (H) Critical (C) Non-essential (N)

2. Government funding partners

26 responded Helpful and 10 responded Critical

The most often cited reason for the helpful or critical response was for in kind services.

3. Local Community agencies

25 Helpful 10 Critical 1 Non-essential

For those listing local community agencies as either helpful or critical cited a wide variety of local agencies as important cooperators.

4. Local communities

21 Helpful 12 Critical 1 Non-essential

5. Metro/urban Universities

17 Helpful 4 Critical 8 Non-essential

6. Colleagues outside of Extension

23 Helpful 7 Critical 3 Non-essential

7. Specialists

23 Helpful 11 Critical 1 Non-essential

For this question it is interesting to note that one respondent considered specialists as non-essential to metro/urban Extension.

8. Ability to use the entire university as a resource for outreach.
22 Helpful 11 Critical

Open ended responses to survey	
---------------------------------------	--

Who are your specific government funding partners?	List of specific agencies or comments County (2), FEMA, Workforce Services (2), USU Distance, Education, Food Stamp and Nutrition, Housing Authority, Commission on Marriage, Olene Walker Trust Fund, USU Trustees (2), NRCS (2), FSA, UACD, RC&D, USDA (2), Soil Conservation District, Water District, Department of Education, HUD, DOED, County – to increase program productivity, State – to enlarge program
List your specific local community partnering agencies	Department of Work Force Services (8), AARP, Department of Children and Family Services (5), Mental Health (3), Utah Food Bank (2), Health Department (8), Small Business Alliance (5), Community and Economic Development (5), NRCS (8), FSA, Forest Service, BLM, SITLA, Farm Bureau (4), Soil Conservations Districts (4), Dairy Assoc, WIC (4), Parks and Recreation (2), Senior Centers (4), Churches (4), School Districts (9), Piute Tribe, Navajo Tribe, UACD (2), Volunteer Center of Garfield County, Hospital (2), United Way (3), Jump\$tart Coalition (2), American Express (3), Housing Coalition (2), Five County Association of Governments (2), CAP (2), Head Start (4), Healthy Communities, Law Enforcement Agencies (2), County commissioners/county and city councils (4), Boys and Girls Club, Back Country Horseman, Cooperative Weed Management, Clubs, Civic groups
Please list specific ways partnering with local communities is important	Collaboration in planning for programming (2) For support of our programs (3) Funding for projects (2) For use of facilities/classroom space (5) To get an audience (2) We meet their needs (2)

	<p>To get noticed by city councils, and because they are interceded in what we do. (4)</p> <p>We offer 4-H</p> <p>Work together to identify issues and programs (2)</p> <p>For better marketing (3)</p> <p>Interaction adds greatly to serving clientele (2)</p>
Metro/urban universities examples	<p>Living After Loss – U program</p> <p>Utah Saves – USU, BYU, SLCC, U</p> <p>Individual Development Accounts – USU, SLCC</p> <p>Volunteer Income Tax Assistance Sites – BYU, USU</p> <p>Home Ec or Family Finance Program – BYU</p> <p>Additional resources</p> <p>Red Butte Gardens – U</p> <p>Vocational Center – U</p> <p>Mentoring and volunteers – BYU and UVSC</p>
List your specific colleagues and partners outside of Extension	<p>Heads of state and national departments (2), Bankers (2), Lawyers (2), Case workers, Faculty at SUU, Chamber of Commerce, Trade organizations such as UAFCS (2), Local businesses (4), Utah Botanical Center, City Parks and Recreation</p>
State which state specialists are needed	<p>Family and Human Development (3), Family Life, Financial (5), Food and Nutrition (4), Economics (2), Entomology , Pathology (2), Clothing, Small business (2), Natural resources (5), Legal services, Economic Development (2), Housing (4), Food safety, Horticulture (5)</p> <p>I use them all (2).</p> <p>I need them for the research they do, guidance, and support.</p> <p>Our FCS specialists are becoming fewer and busier. Their availability is critical to my work.</p>
Ability to use the entire university as a resource for outreach.	<p>Research</p>
What have been your needs in seeking out partners and	<p><u>26</u> financial</p> <p><u>24</u> to find volunteers</p> <p><u>19</u> to find an audience/teachable group</p>

collaborators? Please mark all that apply.

25 for help with marketing of your programs

21 advising/issue identification

19 for in-kind donations

Were you ever taught to network? If so, where did you learn?

National Extension meetings

Learned from other agents

Just jump in and do it

Learned by trial and error

Previous job

What skills do you believe are needed in networking?

Assertiveness

Vision of community and needs (2)

Investigative skills

Sincere desire to help

How to define roles (2)

Who gets the credit

Social skills (3)

Knowledge of agencies and their resources (2)

Respect for others' position/organization

Dependability

Responsibility

Please briefly explain why collaboration and partnering is important for Metro/urban Extension.

Assist in expanding program

Reaching audiences who need assistance

Collaboration brings greater support, notice and recognition of our programs.

Partners need our services and expertise, especially those of our state specialists.

We provide audiences.

It drastically improves the size and scope of your audience and programming, thus making a greater impact in the community.

So we are not competing, but working together for a win-win.

Critical for the success of a program. (2)

Everything I do is with collaboration of some partner or another.

USU's work study program provides mentors and after school staff to enhance programs.

Critical for successful grant writing.

It shows we are a team player.

Opens many opportunities.

Extends our resources

Brings visibility in the community

Brings funding sources we couldn't already be

able to access
Connection and audiences we might have
difficulty reaching (2)
Carry out larger programs, such as statewide programs (2)
Political power (2)
Important because it is difficult to keep up
Extension seems unable to generate new resources and so program expansion will have to come by partnering.
Collaborations are critical to meet the needs of Metro/urban areas. Funding is low and together agencies can do more. Partnering also relieves the load as organizations bring their specialties together.
Collaboration with professionals strengthens our program and helps theirs.
We cannot meet everyone's needs but through collaboration we can increase the number of people we do impact (directly or indirectly).

Appendix D

Examples of Three Partnership Models within USU Extension

Utah Community Forest Council Extension Partnership (Michael Kuhns) -- The Utah Community Forest Council (UCFC) promotes good metro/urban forestry practices and programs throughout Utah. Much of this is done through educating professional arborists, metro/urban foresters, and the green industry. USU Extension is heavily involved in this partnership by providing leadership and membership to the Council's education committee, by running and presenting at educational programs like the Utah Arborists School and Professional Tree Care Workshops, and by producing other educational materials that advance the Council's goals. Other partners with Extension are various city foresters, the State Forester's office, TreeUtah, Rocky Mountain Power, Red Butte Gardens (and the UofU), and the Utah Association of Conservation Districts. The partnership has been good for Extension because it gives us access to a good, motivated clientele group (city foresters and green industry professionals) who are a prime target for tree- and landscape-related educational programs. Our involvement is valuable to the UCFC because we supplement the others' technical expertise with our own technical knowledge, but we also bring knowledge of educational program planning, production, and evaluation that the other partners sometimes lack.

Salt Lake County Jail Horticulture Program (Maggie Shao) -- Synergy is the interaction of two or more agents or forces so that their combined effect is greater than the sum of their individual effects. An example of this synergy is the Salt Lake County Jail Horticulture Program. USU Extension has been involved with other correctional facilities throughout Utah including Lone Peak State Prison, Cache County Jail, and Utah County Jail. Salt Lake County Jail Horticulture program is unique in that it combines the Salt Lake County Sheriff Jail Industries program with USU Extension Master Gardener program to create a constructive and valuable program. The USU Extension office in Salt Lake County was approached in 2006 by the Jail Industries program for technical assistance in starting a horticulture program. Both partners agreed to develop a program that addresses the needs to lower recidivism, increase job skills for inmates, and provide rehabilitation for non-violent inmates. USU Extension's main role is providing education by lecturing and teaching 40 hours based on the Utah Master Gardener curriculum. This curriculum is reinforced by "doing time" on a 3 acre garden adjacent to the Salt Lake Co. Metro Jail. Inmate participants learn irrigation installation, horticultural practices, planting, weed, and pest identification through hands on learning. An indirect but positive benefit for inmate participants is through horticulture therapy, a process utilizing horticultural activities to improve the social, educational, psychological and physical adjustment of persons, thus improving their body, mind and spirit. USU Extension also provided technical support by facilitating initial consultations with drip irrigation supplier (who also happens to be a Master Gardener), Mountain Valley Seed distributor, Cache County Greenhouse Program coordinator, and Utah County Jail Program Coordinator. The Salt Lake Co. Sheriff's Jail Industries program has been a very willing and helpful partner in supplying necessary materials, staffing, and administrative support for the program.

The Jail Horticulture Program, also known as "Sowing Seeds for Success" is a certificate program. Ten inmates have already successfully passed an exam and graduated on May 21, 2007, receiving a Utah Gardener certificate with named competencies in horticulture subjects. The gardening certificate also counts as elective credits towards a high school diploma. The second training class, of ten inmates, expects to graduate on August 24, 2007. This program has had positive impacts beyond the inmates. Master Gardener volunteers provide supervision and hands on teaching in the jail garden. The volunteers feel that this is one of the most satisfying programs to be involved with and their volunteer efforts are truly worthwhile. The jail brings the naturally grown produce with Sheriff's staff and an inmate participant to the Farmers Market to sell the produce, with proceeds returning directly into the jail horticulture program. After four Saturdays at the Farmers Market, this program has a loyal customer following at the Pioneer Park Farmers Market, who support the program and voice their positive approval by buying the produce. This was an unexpected impact, that the local community would accept and embrace this program. Master Gardener volunteers also assist at the booth by answering questions on gardening and provide information and resources available through USU Extension.

Utah Saves (Ann House) – Utah Saves is a strategic initiative that brings the community together to help all Utahns build wealth, reduce debt, and create long-term financial security. Modeled after the nationwide campaign, America Saves, Utah Saves arose out of the need to mobilize the community to develop proactive, systemic changes in how we deal with social and economic issues. Utah Saves is directed and supported by a broad-based coalition of community partners that brings their talent, energy, influence, and resources to empower all Utahns to build lifelong financial security. Everyone is invited to take part: nonprofits, financial institutions, employers, government agencies, faith-based groups, and so on. Founding partners are AAA Fair Credit Foundation, United Way of Salt Lake, Utah Issues, and USU Cooperative Extension.

In the two years since its launch, the state-wide impact has been phenomenal. From Governor Huntsman directing each state department to become a Saves Site, Mayors, such as Peter Corroon and Matthew Godfrey, and city and county councilmen offering Saves to employees, to churches and businesses taking on the campaign. USU Extension is now recognized and considered to be the finance educators in the state. Extension has become a major player with Utah Individual Development Accounts (UIDAN) which are matched savings accounts, Volunteer Income Tax Assistance (VITA), and as resources to high school teachers. USU Extension has received \$150,000 a year from United Way of Salt Lake to run Utah Saves, and Extension has partnered with dozens of others, including the University of Utah, BYU, Salt Lake Community College, Dixie State College, Westminster, Head Start, Zions Bank, Wells Fargo, IRS, LDS church, Catholic Community Services, Utah Community Action Partnership Association, Dixie and Iron Care and Share, Utah Micro-Enterprise Loan Fund, Habitat for Humanity Color Country Community, Office of Representative Jim Matheson, Office of Bob Bennett, and the Aneth Community Development Corporation on the Navajo Nation.

Appendix E

Internet References with Metro/Urban Program Excellence

North Carolina	http://www.ces.ncsu.edu/
Texas	http://metro/urbantaex.tamu.edu/
Illinois	http://www.metro/urbanext.uiuc.edu/
Alabama	http://www.aces.edu/
Ohio	http://extension.osu.edu/
Colorado	http://www.ext.colostate.edu/
Idaho	http://www.extension.uidaho.edu/
Florida	http://solutionsforyourlife.ufl.edu/

Appendix F

Extension Metro/Urban Task Force Survey – Program/Activity Areas

In the November 21, 2006 task force meeting we responded to the question:

From your perspective what are the three most important metro/urban extension program/activity areas USU Extension should explore and develop?

Data Analysis

Metro/urban Task Force Views

The data was compiled and ranked based on responses received. The Metro/urban Task force ranked each of the items on the basis of how important the program/activity should be to Extension [1-10 scale]. Rankings of importance are displayed [i.e. 6.69] following each program/activity area.

General Public Views

Data from the 2007-2011 Plan of Work public listening sessions on issues and strategies was then reviewed to determine how the public viewed issue/strategy areas related to the Program/Activity areas suggested by the Metro/urban Task Force. Based on the nearly 400 statewide respondents who participated in listening sessions, on-line surveys, or purposeful sample surveys a ranking and percentage indicating how important this issue/strategy area was to them was established. The [i.e. 94%] following the program/activity represents the value the public placed on this program/activity area.

1. Financial Insecurity [6.69] [94%] [investor education; metro/urban audiences viewed this area as slightly more important than rural audiences]
2. HON - Health Obesity Nutrition [6.27] [93%] [nutrition and obesity programs were rated 89% respectively]
3. Youth club programs [5.79] [95-98%] [all youth issue/strategy areas were ranked in very highly by the public 95-98%]
4. Career Exploration for youth – science, energy, technology [5.70] [95%]
5. Metro/urban farm markets [5.62] [87%] [organic and nitch markets]
6. Issues regarding air and water [5.58] [99% water related; 79% air related]
7. Loss of Ag land and development - Metro/urban land use [5.50]
8. Predatory Lending [5.50]
9. Right people, right task [5.15]
10. Environmental horticulture [5.15] [87%]

11. Effective evaluation [5.08]
12. Affordable housing for diverse populations [5.00] [92%; land use planning]
13. Aging issues and services [5.00] [82%]
14. Rising costs of water and energy [4.92] [99% water]
15. Small acreage [4.77] [76%]
16. Ag literacy [4.71] [76%]
17. Metro/urban natural resources [4.69] [93%]
18. Metro/urban impacts on surrounding wildlife - Wild land metro/urban interface [4.43] [93%]
19. Blighted land issues – cities (redevelopment)
Food deserts [4.42] [92%; land use planning]
20. Using technology effectively [4.31]
21. Disaster management [4.27] [76%]
22. Balance with work and family – support of families [4.07] [89% rural audiences
believed this to be slightly more important than metro/urban audiences]
23. Parenting for parents of children ages 1-6 [4.00] [88%]
24. Old programs with new delivery, new programs – new delivery [3.93]
25. Drug use [3.92]
26. Micro-business [3.62]
27. Leadership capacity [3.50] [90%]
28. Dialogue about home and workplace [3.27] [58%]
Critical conversations

Data compiled/analyzed USU Extension Institutional Research
Lisa Bergstrom/Dallas Holmes 12.15.06

Appendix G

Current Program Analysis

Program Areas	What USU is already doing	What other States are Doing
1. Financial Security(6.69), *94% <ul style="list-style-type: none"> • Predatory Lending((5.5) • Affordable Housing for diverse populations(5.0) • Microbusiness(3.62) 	Bankruptcy Prevention Team Home Buyer Education(Albertson/Hunsaker) IDA's Take Charge of Your Money Personal Financial Choices Youth Financial Literacy(Jones) 4-H CCS Curriculum(Lyons) Consumer decision Making Contest/Life Skills Bowl(Lyons)	Credit Card Smart(Idaho) Your Money Your Life(Idaho) Life Smarts Contest(Alabama) Build Wealth Not Debt—America Saves(Ohio)
2. Health/Obesity/Nutrition	EFNEP/FSNE Healthy Lifestyles Healthy Beat(Christensen) Herbal Remedies(Oldroyd) 4-H Foods Curriculum(Jones) Sports Nutrition(Albrecht) Fresh From the Heart Produce Donations (Shao) Container Gardening at Food Pantries (Shao) 4-H Livestock/Meat Donations to Food Banks	Give Your Heart a Healthy Beat(N. Carolina) Just for Kids (Idaho) Better Living—FNP(Texas) Do Well Be Well with Diabetes (Texas) Love to Live (Alabama) Power Up for Health(Alabama) Kid Fit(Texas) WIN in the Rockies(Colorado) Build a Better Food Pantry(Ohio)
3. Youth Programs(5.70), *95-98% <ul style="list-style-type: none"> • Career Exploration—science, energy, technology 	4-H Mentoring—YFP(Dart) 4-HAfterschool(Jones/Bunnell) Traditional Club Programs Camps, Retreats, Contests School Enrichment Youth Leadership GPS/GIS(Francis/Parent) Aggie Adventures(Francis) Robotics(Francis/Parent) Tech Teams(Francis/Parent) Space Camp(Bunnell) DinoSnore Camp(Thanksgiving Point)	FAME(Alabama)

	<p>Discovery Space Camp(Eliason)</p> <p>Spanish Computer Program(Mendiola)</p> <p>Plant Lab (Wolf)</p> <p>Container Gardening at Day Camps (Shao)</p>	
<p>4. Urban Farm Markets(5.62), *87%</p> <ul style="list-style-type: none"> • Small Acreage(4.77), *76% 	<p>Farm Field Days</p> <p>Small Acreage Workshops (McKendrick)</p> <p>Diversified Agriculture Workshops (Ward & Drost)</p> <p>Utah Berry Grower's Association (Black)</p>	<p>Youth farmer's Market(Illinois)</p> <p>Ag Fair(Texas)</p> <p>Farm Days(Texas)</p> <p>Pizza Ranch(Texas)</p>
<p>5. Environmental Issues</p> <ul style="list-style-type: none"> • Air and Water(5.58), *99% water, *79% air • Rising cost of Water and Energy (4.92) • Loss of ag land/urban land use(5.5) • Urban Natural resources(4.69), *93% • Urban Impacts on Wildlife(4.43), *93% • Land use Planning(5.5), *92% 	<p>Project WET(Messner)</p> <p>Adopt a body of Water(Messner)</p> <p>Slow the Flow</p> <p>Water Conservation (Kopp)</p> <p>FireWise Landscaping (Kuhns)</p> <p>Water Wise Landscaping – Master Gardeners Utah House</p> <p>Utah Botanical Center</p> <p>Master Tree Steward (Goodspeed)</p> <p>Utility Arboretum (Goodspeed)</p> <p>Ogden Botanical Parkway</p> <p>Native Plants (Kratsch)</p> <p>Master Naturalist Program</p> <p>Utah Envirothon (youth)</p> <p>Organic Farming (Drost)</p> <p>IPM – Integrated Pest Management</p> <p>Extension Urban Forestry</p>	<p>Save Our Urban Land/SOUL(Illinois)</p> <p>Community Natural Leaders(Illinois)</p> <p>Youth Outdoors(Ohio)</p>
<p>6. Environmental Horticulture(5.15), *87%</p>	<p>Junior Master Gardener(Francis)</p> <p>Master Gardener Volunteer Program</p> <p>Utah Green Industry Conference –Thinking Green-The business of Sustainability</p>	<p>Community Garden(Illinois)</p> <p>Sheriff's Garden(Illinois)</p> <p>Junior Master Gardener</p> <p>UC Davis (Ornamental Horticulture,</p>

	Jail Horticulture (Salt Lake Co, Utah Co.) Consumer Horticulture – Plant Diagnostics & Phone Help Lines	Landscape Horticulture, Floriculture, Nursery Management, Urban Forestry, and Plant Biotechnology) UF-IFAS - Enviroscaping
7. Balancing Work and Family(4.07), *89% • Parenting(4.0), *88%	Family Night Out (Dart) Single Parent Family (Higginbotham, Skogrand)	
8. Disaster Management(4.27), *76%	Disaster Management (Washburn, Parent & Parkinson)	
9. Aging Issues(5.0), *82%	Care for the Caregiver(Hunsaker)	
10. Ag Literacy	Farm Field Days	

Appendix H

Extension Metro/Urban Task Force Survey – Impediments

In the November 21, 2006 task force meeting we responded to the question:

What do you consider the three greatest impediments USU Extension will face in developing an metro/urban extension program for Utah?

Data Analysis

Metro/urban Task Force Views

At the NGT session a listing of the impediments identified by the Metro/urban Task Force were listed. The Metro/urban Task force ranked each of the items on the basis of how significant you believe this impediment will be for Extension [1-10 scale]. Rankings of importance are displayed [i.e.6.93] following each perceived impediment area.

1. Funding [6.93]
 2. Ability to change our mindset [6.77]
 3. Determine what to give up – based on our mission [6.62]
 4. Willingness to change [6.54]
 5. Extension is an aging system – learn how to work with up and coming
Extension staff and their perspectives [6.46]
 6. Delivery and marketing issues of Metro/urban setting [6.43]
 7. Change public perception or image of Extension [6.23]
 8. Staff with an metro/urban perspective [6.23]
 9. Motivation or lack of program/initiatives [6.08]
 10. Lack of diversity skills and perspectives in Extension – [5.93]
- *******Top Ten Impediments*******
11. Lack of clearly well-defined & communicated objectives for Extension
Metro/urban initiatives [5.46]
 12. Communicating with metro/urban audiences [5.46]
 13. Shifting demographics of our clientele [5.42]
 14. USU identification for being farm or rural – Extension image not metro/urban
image [5.42]
 15. Top-down directives such as metro/urban extension [5.40]
 16. Duplicate programs with other agencies [5.17]

17. Time to transition from rural to metro/urban programming [5.09]

***** **Least Significant Impediments*******

18. Ability to market to metro/urban audience [5.00]

19. Ag support – fear of losing our base [5.00]

20. Rural audience concerns – are we being lost in Extension? [4.83]

21. Developing internal partnerships [4.82]

22. Competition with other governmental agencies, universities, and commercial businesses and groups [4.82]

23. What are metro/urban-based needs? [4.50]

24. Colleagues who can be supportive and identify with Metro/urban issues – county partners [4.45]

25. Defining clientele & audience in metro/urban setting [4.42]

26. Difficulty in developing partnerships – external perceived threat [4.42]

27. Determining priorities of an metro/urban clientele [4.40]

28. Difficulty in recruiting metro/urban volunteers [4.00]

Data compiled/analyzed USU Extension Institutional Research
Lisa Bergstrom/Dallas Holmes 12.15.06

Appendix I

Service/Degrees/Specializations

[illegible]

Last	First	County	# Yrs/Ext	Bachelors (Major)	Bachelors (Minor)	Masters (Major)	Doctoral Emphasis	Specialization since degrees
Montandon	Susan	Salt Lake	2					Accounting
Oldroyd	Sara	Salt Lake	5 Months	Yes		Yes		Nutrition
Petersen	Sarah	Salt Lake	2					Graphic Design
Quintana	Sharie	Salt Lake	7					Customer Service
Scott	Paula	Salt Lake	13	Clothing/Textiles	Business Admin	Social Science, Pub Admin		Human Resources
Shao	Maggie	Salt Lake	2	Biology		Forestry		Urban Forestry
Wesley	John	Salt Lake	29	Agronomy		Extension Education		Youth Development
Wolf	Maggie	Salt Lake	7	Journalism, Horticulture		Horticulture		Horticulture
Woodbury	Ann	Salt Lake	7	FCS	Family/Child	Nutrition Science (Student)		Consumer Issues
Stron	Kristen	Salt Lake	6 Months	Nutrition Science	Dietetics			Childhood Nutrition, Dietetics
Holdaway	Isacc	Salt Lake	2	Accounting (Student)				Accounting/Youth
Rouche	Joanne	Davis	10	Home Econ		Child Development		
Christian	Jolene	Davis	3	FCS		Home Environments		
Smith	Justen	Davis	6	Animal Science	Spanish	Extension Education		
Gunnell	JayDee	Davis	2	Ornamental Horticulture	Chemistry	Soil Science		Ornamental Horticulture
Olsen	Shawn	Davis	27	Agronomy		Agronomy		
Hopkin	Margaret	Morgan	14	Home Econ Education		Home Environments		Family Finance
Roberts	Adrie	Cache	17	Home Economics Education	Composite Major	Human Environments		Youth Leadership/ Development
Empoy	Cheryl	Cache	6	FCS Education	Business Admin	ASTE Extension		Youth Leadership/ Development, Ag 4-H
Williams	Scott	Cache	12	Animal Science				
Andrew	Evelyn	Cache	10	Horticulture	Water Conservation	ASTE Extension		
Cox	Loralle	Cache	6	Ag Education	Animal Science	Ag Education		Ag Education
Israelson	Clark	Cache	5					
Mathews	Peggy	Cache	21					
Frazier	Shanie	Cache	2	Elementary ED	Science	Youth Development		
Anderson	Gary L.	Sanpete	23	Animal Science	Chemistry	Animal Science		Economic Dev and Heritage Dev
Palmer	Matthew D.	Sanpete	1	Bio-Veterinary Science		Animal Science		Entomology, Agronomy and Horticulture
Bailey	Anna	Sanpete	7	Nutrition				Extension
Mueller	Lou	San Juan	2	Psychology	Sociology	FCHD		Ag/Natural Resources
Keyes	Jim	San Juan	22	Animal Science	Range Management	Animal Science		
Young	Dayna	San Juan	4					
LeBlanc	Heidi	State FSNE	10	FSC Education		FCS Education		Nutrition, Admin, Health, Low income Aud
Christofferson	Debbie	State FSNE	1	Dietetics, RD				Nutrition and Health, Curriculum
Stokey	Kim	State FSNE	10+	Business Admin				Human Resources, Business
Milligan	Eileen	State FSNE	20+					
Johnson	Gayla	State FSNE	20+					
Mendiola	Hector	Campus	7	Medicine	Medicine	Medicine		Education Research
Ingersoll	Julie	Kane	28	Home Economics		FCS		
Heaton	Kevin	Kane	4	Meat Inspection				
McGuire	Anne	Kane	28					
Hoyt	Julia	Kane		Home Economics				
Drake	David	Sevier	5	Plant Science	Chemistry/Portugese	Agronomy		Plant Breeding/Genetic
Visaraga	Michele	Sevier	2	Liberal Arts				Agronomy
Gale	Jody A.	Sevier	18	Biology	Alfalfa Agronomy			Economic Development
Phelps	Miriam	Sevier	26	Social Work	Psychology			Business
Parkinson	Ann	Sevier	15	Elementary Education	Early Childhood	FCHD		Consumer Ed Youth Programs
Brown	Cori	Sevier	5					
Saunders	Kristine	Sevier	22	NFS	Chemistry	NFS		FCS
Chapman	Kim	Sevier	15	Animal Science		Livestock Breeding/Genetics		Biosecurity/Ranch Strategic planning
Serfusini	Ellen	Carbon	10	Home Ec Education	Composite Major	Human Environments		
Patterson	Ron	Carbon	1	Ag Education	Sociology	Agriculture Education		
Rasmussen	Sarah	Carbon	3	Psychology				
Thayn	Kathie	Carbon	1					Other Assoc of Science Business
Greenhaigh	Linden	Tooele	2	Animal Science	Ag Econ	Animal Science		None
Christensen	Darlene	Tooele	11	Home Ec	Clothing & Textiles	Home Econ		Youth Development
Crittenden	Curtis	Tooele	6	Social Work/Spanish	None	FCHD		Youth Development
Wilke	Dianne	Summit	23					
Banks	Sterling	Summit	26	Agricultural Education		Agricultural Education		
Olsen	Lisa	Summit	2	FCS		FCS		
Heaton	Kevin	Garfield/Kane	8	Agribusiness/Business	Japanese/Animal Science	NFS (Meat science emphasis)		Youth Development, Child Care
Jorgensen	SuzAnne	Garfield	10	Home Econ	Composite Major	Ag & Extension Educ		
Bridges	Roxanne	Garfield	7 Months					
Lymian	Cassie	Garfield						
Comp	Coleen	Garfield	1					
Timothy	Steph	Garfield						
Platt	Lori	Garfield	2 Months					

Appendix J **Metro/urban Programs of Utah Cooperative Extension Over** **Time**

Utah State University Extension Program Analysis by Type and Program Title 2002-2006
FOCIS Reports of Programs Conducted

Program Type	Program Title	Urban/Rural U or R	Faculty/Staff POC Last name, Initial	2002	2003	Year	2004	2005	2006
A,F,N,Y,C,O	FOCIS Title of Program/Objective								
FCS	Family Economic Well-Being- Financial Management	U	Albertson, M	x	x	x	x	x	x
FCS	Housing Education	U	Albertson, M	x	x	x	x	x	x
FCS	Family Consumer Science Advisory Council	U	Albertson, M			x	x	x	x
FCS	Marriage Enrichment	U	Albertson, M			x	x	x	x
Youth	Workforce Preparation	U	Albertson, M	x		x	x	x	x
Agriculture	Coordinate the Utah IMP Program	U	Alston, D	x	x	x	x	x	x
Agriculture	Outreach Education in Entomology	U	Alston, D	x	x	x	x	x	x
Agriculture	Leadership for Ext. Biology and PPDL	U	Alston, D		x	x	x	x	x
Agriculture	Research on Arthropod Pests	U	Alston, D	x	x	x	x	x	x
Agriculture	Master Gardener Volunteer Program	U	Amundsen, D	x	x	x	x	x	x
Agriculture	Horticulture Education	U	Amundsen, D	x	x	x	x	x	x
Agriculture	State Master Gardener Program	U	Amundsen, D			x	x	x	x
Agriculture	Utah Botanical Center Horticulture Support	U	Amundsen, D			x	x	x	x
Agriculture	John's Disease Committee	U	Bagley, C	x					
Youth	Youth Programs about Ag and Food Markets	U	Bailey, D	x	x	x	x	x	x
Agriculture	Integrated Pest Management	U	Barnhill, J						
Agriculture	Agonomy	U	Barnhill, J	x	x	x	x	x	x
Agriculture	Alternative Agriculture	U	Barnhill, J	x	x	x	x	x	x
Natural Resources	Water	U	Barnhill, J						
Agriculture	Livestock and Dairy	U	Barnhill, J						
Other	Technology Transfer	U	Barnhill, J			x			
Other	Heritage Business Owners	U	Biers, K						
Agriculture	Master Gardener	U	Bitner, W	x	x	x	x		
Agriculture	Green Industry	U	Bitner, W	x	x	x	x		
Agriculture	Education and Media	U	Bitner, W	x	x	x	x		
Agriculture	Green Thumb	U	Bitner, W	x	x	x	x		
Agriculture	Pesticide Applicator Training	U	Bitner, W	x	x	x	x		
Agriculture	Weed Control	U	Bitner, W	x	x	x	x		
Agriculture	4-H Horticulture	U	Bitner, W	x	x	x	x		
FCS	Youth and Family with Promise	U	Carter, D						x
Other	Achieve UH Financial Security	U	Case, K		x	x	x	x	

Program Type	Program Title	Urban/Rural	Faculty/Staff POC	Year			
A, F, N, Y, C, O	FOCIS Title of Program/Objective	U or R	Last name, Initial	2002	2003	2004	2005
Natural Resources	Gain Expertise in the Green Building Field	U	Case, K	x			
Other	Increase Public Awareness of UH	U	Case, K			x	x
FCS	Diabetes Program	U	Christensen, N	x		x	x
FCS	Healthy Beat Curriculum-Heart Healthy	U	Christensen, N			x	x
Youth	4-H Youth Development	U	Christian, J			x	x
Youth	Youth and Families with Promise	U	Christian, J			x	x
Youth	4-H Adult Leadership Development	U	Christian, J			x	x
Agriculture	Master Gardener Program	U	Cox, L		x	x	x
Agriculture	Commercial Horticulture Producers	U	Cox, L		x	x	x
Natural Resources	Landscape Water Conservation	U	Cox, L		x	x	x
Agriculture	Community Education	U	Cox, L		x	x	x
Youth	Junior Master Gardener Program	U	Cox, L		x	x	x
Other	School, After-School, 4-H, Youth Organizations	U	Cox, L		x	x	x
Youth	Youth Awareness and Action	U	Dewey, S	x	x	x	x
Youth	4-H Youth Development	U	Dimick, K				x
Agriculture	Agricultural Production	U	Drake, D	x	x	x	x
Agriculture	Non-Traditional Agriculture Production	U	Drake, D	x	x	x	x
Youth	Discovery Museum	U	Eliason, C	x			
Youth	Discovery Space Simulators Public Programs	U	Eliason, C	x			
Youth	Discovery Summer Science Camps Program	U	Eliason, C	x			
Youth	Develop 21st CCLC 4-H After School Programs	U	Empey, C	x	x	x	
FCS	Improve & Sustain Curren 4-H Programming - FCS	U	Empey, C	x	x	x	x
Youth	Assist the 4-H Self-esteem Team	U	Empey, C	x			
Youth	Environmental Education	U	Francis, D		x	x	x
Commun Dev	Disaster Preparedness Fair	U	Frazier, S			x	x
Youth	4-H Sewing Camp	U	Frazier, S				x
Youth	4-H Day Camp	U	Frazier, S				x
Youth	4-H Cooking Camp	U	Frazier, S				x
Other	County Leadermete	U	Frazier, S				x
Agriculture	4-H Stallion Auction	U	Frazier, S				x
Agriculture	Urban Forestry	U	Goodspeed, J	x	x	x	x
Agriculture	Master Gardeners- Training	U	Goodspeed, J	x	x	x	x
Agriculture	Master Gardeners-Leadership Development	U	Goodspeed, J	x	x	x	x
Agriculture	Horticulture Training and Education	U	Goodspeed, J	x	x	x	x
Agriculture	Alfalfa variety evaluation	U	Griggs, T	x	x	x	

Program Type	Program Title	Urban/Rural U or R	Faculty/Staff POC Last name, Initial	2002	2003	2004	2005	2006
A,F,N,Y,C,O	FOCIS Title of Program/Objective							
Agriculture	Cool-season annual forages evaluation	U	Griggs, T	x	x			
Agriculture	Master Gardener Program	U	Gunnell, J				x	x
Agriculture	Horticulture Education	U	Gunnell, J				x	x
Agriculture	Utah Botanical Center	U	Gunnell, J				x	x
Commun Dev	White City Community Survey	U	Guy, S			x	x	
Agriculture	Farm Field Days	U	Harris, J	x	x	x	x	x
Youth	Shooting Sports Activities	U	Harrison, J	x	x	x	x	x
Other	Advance System Security	U	Hawley, E		x	x	x	x
Youth	Youth Education	U	Heflebower, R	x	x			
Agriculture	Commercial Landscape, Nursery and Lawn Care	U	Heflebower, R	x	x	x	x	x
Agriculture	General Horticulture	U	Heflebower, R				x	x
Natural Resources	Water Conservation	U	Heflebower, R	x	x	x	x	x
Agriculture	Xeriscape	U	Heflebower, R	x	x	x	x	x
Natural Resources	Flood and Fire	U	Heflebower, R				x	x
Agriculture	Horticulture in Utah County	U	Hinton, A	x	x	x	x	x
FCS	Provide Consumer Finance Education	U	House, A			x	x	x
FCS	First Time Home Buyer Education	U	Hunsaker, T	x	x			
FCS	Family Economic Well Being- Financial Management	U	Hunsaker, T	x	x	x	x	x
FCS	Family and Human Development	U	Hunsaker, T	x	x	x	x	x
Agriculture	Food Safety/Quality- Preservation/Storage	U	Hunsaker, T	x	x	x	x	x
Youth	4-H youth, and K-12 Programs	U	Hunsaker, T				x	x
FCS	Human Nutrition	U	Hunsaker, T				x	x
Youth	Youth and Families with Promise	U	Hunsaker, T	x	x			
Youth	4-H Youth Development	U	Hunsaker, T	x	x			
Youth	Development and participation of 4-H dairy youth	U	Israelisen, C				x	x
Agriculture	Alternative Agriculture	U	Israelisen, C				x	x
Agriculture	Managing Transition of Agricultural Lands	U	Israelisen, C				x	x
Natural Resources	Water Conservation	U	Jackson, E	x	x	x	x	x
Natural Resources	Model Landscape and Irrigation Ordinance	U	Jackson, E	x	x	x	x	x
Youth	4-H & Youth Programs	U	Jackson, S	x				
Other	4-H Community Collaborations/Networking	U	Jacobson, K	x	x			
Other	YFP Training	U	Jacobson, K	x	x			
Youth	4-H Training	U	Jacobson, K		x			
Youth	YFP Youth Development	U	Jacobson, K	x	x			
Other	ACEL Education and Employment	U	Jacobson, K	x	x			

Program Type	Program Title	Urban/Rural	Faculty/Staff POC	2002	2003	2004	2005	2006
A,F,N,Y,C,O	FOCIS Title of Program/Objective	U or R	Last name, Initial	2002	2003	2004	2005	2006
Commun Dev	Education and Employment	U	Jacobson, K	x	x			
Other	Leader Recruitment and Retention	U	Jensen, J		x	x	x	x
Natural Resources	4-H Natural Resource Program	U	Jensen, J	x	x	x	x	
Youth	4-H Youth Development and Leadership	U	Jensen, J	x	x	x	x	
Other	Dairy Quiz Bowl Contests	U	Jenson, Justin	x	x	x	x	x
FCS	Bankruptcy	U	Jorgensen, S		x			
Other	Identification of Insects and Diagnostic Lab Use	U	Karren, J	x	x	x		
Other	Information/Database Security	U	Kimber, C				x	x
Other	Secure system info transaction	U	Kimber, C				x	x
Other	Keep server hardware/software up to date	U	Kimber, C				x	x
Other	Security analysis	U	Kimber, C				x	x
Other	Stat/Usage Analysis	U	Kimber, C				x	x
Other	Develop Database Scheme for New Systems	U	Kimber, C					x
Other	Implement New Database Systems	U	Kimber, C					x
Other	New Software Development	U	Kimber, C					x
Other	New Module Development	U	Kimber, C					x
Other	Database Performance Tuning	U	Kimber, C					x
Other	Programming/Updating System Code	U	Kimber, C					x
Other	Helpdesk Assistance	U	Kimber, C					x
Natural Resources	Urban and Community Forestry Education	U	Kuhns, M	x	x	x	x	
Natural Resources	Wildland-Urban Interface Forestry Education	U	Kuhns, M	x	x		x	
Other	Utah State Fair	U	Lyons, L					x
Youth	National 4-H Congress	U	Lyons, L					x
Youth	National 4-H Conference	U	Lyons, L					x
Youth	Youth and Adult Partnerships/Youth Governance	U	Lyons, L					x
Other	4-H Curriculum Coordination	U	Lyons, L					x
Other	4-H Portfolios	U	Lyons, L					x
Natural Resources	Utah House	U	Mathis-Ross, J	x				
Natural Resources	Utah House- Resource Management program	U	Mathis-Ross, J	x				
FCS	Family Life - children, youth, families- at-risk	U	Mathis-Ross, J	x				
FCS	Family Life- Food Safety/Quality	U	Mathis-Ross, J	x				
FCS	Family Life-Financial Management	U	Mathis-Ross, J	x				
FCS	Family Life- Nutrition, Diet, and Health	U	Mathis-Ross, J	x				
Natural Resources	Wildland-Urban Interface Forestry Education	U	McAvoy, D	x	x	x	x	x
Other	Extension Box Elder/ Brigham City Collaboration	U	Mendiola, H	x	x	x	x	x

Program Type	Program Title	Urban/Rural	Faculty/Staff POC	2002	2003	2004	2005	2006
A,F,N,Y,C,O	FOCIS Title of Program/Objective	U or R	Last name, Initial	2002	2003	2004	2005	2006
Natural Resources	Urban and community water quality education	U	Mesner, N	x	x			
FCS	Family and Consumer Education- Food Preservation	U	Miller, T		x	x		
FCS	Consumer Education	U	Miller, T		x	x		
FCS	Family and Consumer Education	U	Miller, T		x	x		
FCS	Nutrition Education Program	U	Miller, T		x	x		
Agriculture	Crop Production	U	Miner, D	x	x	x	x	x
Natural Resources	Natural Resources	U	Miner, D	x	x	x	x	x
Agriculture	Agriculture	U	Miner, D	x	x	x	x	x
Agriculture	Improving Ag Literacy	U	Miner, D	x	x	x	x	x
FCS	Bankruptcy Prevention Education	U	Miner, D				x	x
Youth	4-H Educational Programming	U	Murphy, D			x	x	
Youth	Non-Traditional Youth Programming	U	Murphy, D			x	x	
Youth	4-H Member Recognition Scholarship & Awards	U	Murphy, D			x	x	
Youth	Youth & Families with Promise	U	Murphy, D			x	x	
Agriculture	Utah Botanical Center	U	Olsen, S	x	x	x	x	x
Agriculture	Horticulture Education	U	Olsen, S	x	x	x	x	x
Agriculture	Onions	U	Olsen, S	x	x	x	x	
Agriculture	Alternative Crops	U	Olsen, S	x	x	x	x	x
Youth	Increase youth leadership in the horse program	U	Pate, R			x	x	
Other	Leader Job satisfaction	U	Pate, R			x	x	
Agriculture	Alternative Agriculture	U	Pate, R			x	x	x
Agriculture	Increase participation in Jr. Livestock	U	Pate, R			x	x	x
Natural Resources	Develop programs in Natural Resources	U	Pate, R			x	x	x
Youth	Develop Science and Tech Programs	U	Pate, R				x	x
Youth	Riders skill levels	U	Pate, R			x		
Youth	Assist youth organizations with Sci and Tech Program	U	Pate, R			x	x	x
Youth	Develop a shooting sport program	U	Pate, R			x	x	x
Youth	Assist Ogden Area Youth Alliance's Mission	U	Pate, R			x	x	x
Commun Dev	Hold weekly community clubs	U	Pate, R			x	x	x
Other	Restart Marshall White Center Archery Club	U	Pate, R			x		
Youth	Aggie Adventure Program in Weber County	U	Pate, R				x	
Agriculture	Master Gardener Program	U	Platero, L	x				
Agriculture	Commercial Horticulture Producers	U	Platero, L	x				
Natural Resources	Landscape Water Conservation	U	Platero, L	x				
Commun Dev	Community Education	U	Platero, L	x				

Program Type	Program Title	Urban/Rural	Faculty/Staff POC	2002	2003	2004	2005	2006
A,F,N,Y,C,O	FOCIS Title of Program/Objective	U or R	Last name, Initial	2002	2003	2004	2005	2006
Youth	Junior Master Gardener Program	U	Platero, L	x				
FCS	Food Managers Safety Certification	U	Proctor, D	x	x	x	x	
FCS	Food Preservation, Food Safety and Quality	U	Proctor, D	x	x	x	x	x
FCS	Food and Nutrition	U	Proctor, D	x	x	x	x	x
FCS	Family and Human Development	U	Proctor, D	x	x	x	x	x
Youth	Children, Youth/Families at Risk (YFP)	U	Proctor, D	x	x	x	x	
Other	4-H Volunteer Leader Development	U	Proctor, D	x	x	x	x	x
Youth	Youth Development	U	Proctor, D	x	x	x	x	x
FCS	Family Financial Management Education	U	Roberts, A	x	x	x	x	x
FCS	Impact of Bankruptcy prevention issues team	U	Roberts, A			x	x	x
FCS	Cooking Better for Less	U	Roberts, A	x	x	x	x	x
FCS	Food Preservation	U	Roberts, A	x	x	x	x	x
FCS	Food Storage Use	U	Roberts, A	x	x	x	x	x
FCS	Food Safety in Home and Restaurants	U	Roberts, A	x	x	x	x	x
Youth	Promoting Assets in Youth at Risk	U	Roberts, A	x				
FCS	Promoting Family and Consumer Science Related 4-H	U	Roberts, A	x	x	x	x	x
FCS	Expanding Food Storage Cooking School Curriculum	U	Roberts, A	x				
Agriculture	Perform Insect Diagnostics	U	Roe, A				x	
Other	UPPDL Database & Software Management	U	Roe, A				x	
Other	Develop & update outreach media presentation	U	Roe, A				x	
Other	Maintain Professional Development	U	Roe, A				x	
Agriculture	Livestock projects	U	Rothlisberger, D	x	x	x	x	x
Youth	4-H Volunteer Leader Development	U	Rothlisberger, D	x	x	x	x	x
Youth	School Enrichment programs	U	Rothlisberger, D	x	x	x	x	x
Youth	4-H Newsletter and Communication	U	Rothlisberger, D	x	x	x		x
Youth	Youth and Families with Promise	U	Rothlisberger, D				x	x
Youth	Youth and Families with Promise	U	Roueché, J	x	x	x		
Youth	4-H Youth Development	U	Roueché, J	x	x	x	x	x
Other	Leadership/Volunteer Development	U	Roueché, J	x	x	x	x	x
FCS	Food Preservation, Storage and Safety	U	Roueché, J				x	x
FCS	Housing/Family Resource Management	U	Roueché, J				x	x
FCS	Marriage, Family, and Human Development	U	Roueché, J				x	x
FCS	Family Resource Management Extension Specialist	U	Rowe, B	x	x	x	x	x
FCS	National Initiative Management Team, FSLL	U	Rowe, B	x	x			
FCS	State Coordinator, High School Financial Planning	U	Rowe, B	x	x	x	x	x

Program Type	Program Title	Urban/Rural	Faculty/Staff POC	2002	2003	2004	2005	2006
A,F,N,Y,C,O	FOCIS Title of Program/Objective	U or R	Last name, Initial	2002	2003	2004	2005	2006
FCS	EFNEP	U	Scott, P	x	x	x	x	x
FCS	Family Nutrition Program/ FNP	U	Scott, P	x	x	x	x	x
Youth	Youth/Families at Risk	U	Scott, P	x	x	x		
FCS	Family and Consumer Science	U	Scott, P	x	x	x		
Agriculture	Small Acreage Tech	U	Shao, M				x	x
Agriculture	Agriculture	U	Shao, M					x
Natural Resources	Urban Forestry	U	Shao, M				x	x
Agriculture	Master Gardner Education	U	Shao, M				x	x
Agriculture	Adult Horticulture Ed	U	Shao, M				x	x
Agriculture	Master Gardner Leadership Development	U	Shao, M				x	x
Commun Dev	Healthy Marriages in Latino Community	U	Skogrand, L	x	x	x	x	x
FCS	Support the Work of the Utah Marriage Project	U	Skogrand, L	x	x	x	x	x
FCS	Develop Programming to Address Critical Issues	U	Skogrand, L					
FCS	Support National Ext. Marriage Education Curriculum	U	Skogrand, L					
Agriculture	Ag in the Classroom	U	Wesley, J				x	x
Youth	Provide Youth Nutrition Programs	U	Williams, P	x	x	x		
Commun Dev	Strengthen the Relationship of a Diverse Community	U	Williams, S	x	x	x	x	x
Youth	Youth Horticulture Education	U	Wolf, M	x	x	x	x	x
Agriculture	Adult Horticulture Education	U	Wolf, M	x	x	x	x	x
Agriculture	Master Gardener Program Development	U	Wolf, M				x	x
Other	Educational Resource Development	U	Wolf, M				x	x
Agriculture	Volunteer Training Education	U	Wolf, M	x	x	x	x	x
Agriculture	Mass Media Publications/Productions	U	Wolf, M	x	x			
Agriculture	Youth Horticulture Education	U	Wolf, M					x
Youth	Youth 4H Technology Education	U	Wolf, M					
Commun Dev	Community Involvement	U	Woodbury, C		x	x		

Appendix K

Hedgehog Concept from Jill Collin's "Good to Great"

In this famous essay "The Hedgehog and the Fox," Isaiah Berlin divided the world into hedgehogs and foxes, based upon an ancient Greek parable: "The fox knows many things, but the hedgehog knows one big thing."

Those who build the good-to-great companies were, to one degree or another, hedgehogs. They used their hedgehog nature to drive toward what we came to call a Hedgehog Concept for their companies. Those who lead the comparison companies tended to be foxes, never gaining the clarifying advantage of a hedgehog concept, being instead scattered, diffused, and inconsistent.

The essential strategic difference between the good-to-great companies and the comparison companies lay in two fundamental distinctions. First, the good-to-great companies founded their strategies on deep understanding along three key dimensions - what we came to call the three circles. Second, the good-to-great companies translated that understanding into a simple, concept that guided all their efforts - hence the term.

Hedgehog Concept.

The Three Circles

A Hedgehog Concept is a simple, crystalline concept that flows from the deep understanding about the intersection of the following three circles:

1. What you can be the best at in the world

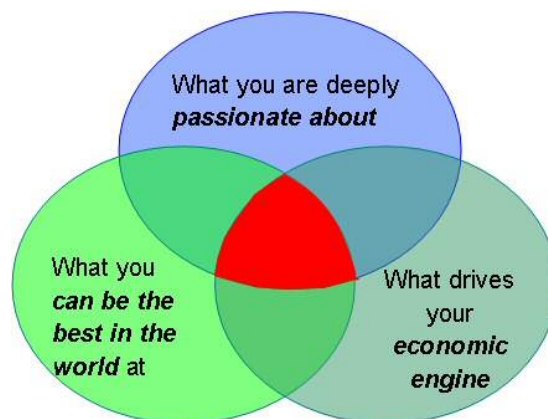
(and equally important, what you cannot be the best in the world at). This discerning standard goes far beyond core competence. Just because you possess a core competence doesn't necessarily mean you can be the best in the world at it. Conversely, what you can be the best at might not even be something in which you are currently engaged.

2. What drives your economic engine?

All the good-to-great companies attained piercing insight into how to most effectively generate sustained and robust cash flow and profitability. In particular, they discovered the single denominator - profit per x - that had the greatest impact on their economics (It would be cash flow per x in the social sector).

3. What you are deeply passionate about

The good-to-great companies focused on those activities that ignited their passion. The idea here is not to stimulate passion but to discover what makes you passionate.



Appendix L

Executive Summary & Analysis: National Survey of 1,000 Adults

Introduction and Methodology

The polling company™, inc. is pleased to present to the **National 4-H Council** this analysis of findings from a recent national survey of 1,000 adults (aged 18+).

The sample was drawn utilizing a Random Digit Dialing (RDD) method where phone numbers were generated by a computer to ensure that every household in the nation had an equal chance to be surveyed.

The survey was 20 questions in length, including one open-ended question and nine demographic inquiries. Sampling controls were used to ensure that a proportional and representative number of people was interviewed from such demographic groups as age, gender, race, ethnicity, and geographic region.

The margin of error for the national survey is calculated at + 3.0% at the 95% confidence level, meaning that the results obtained would differ by no more than three percentage points in either direction even if the entire adult population nationwide were to be surveyed.

The survey was fielded August 16-18, 2005 at a Computer Assisted Telephone Interviewing (CATI) phone facility using live callers. The final questionnaire was approved by an authorized representative of National 4-H Council prior to fielding. the polling company™, inc. for The National 4-H Council 2

Analysis of Findings from Survey of 1,002 Adults Nationwide
August 2005

Analysis of Findings

Most Americans have a Positive “Association” with 4-H, but Many Lack Specific Knowledge About the Group. When asked in open-ended fashion to share what they first thought of upon hearing the 4-H name, 39% of survey respondents volunteered a “club or organization”—many noting it was an organization specifically oriented towards youth. Livestock, county fairs, and young farmers were also common top-of-mind associations, as an additional one-quarter (25%) of Americans surveyed connected 4-H to farming or agriculture. A collective 9% recalled a 4-H related activity (cooking, horseback riding), a similar organization (Boy Scouts of America), or an aspect of the club’s founding tenets, including the four “H”s themselves. A full 27% claimed they could not identify what 4-H was or declined to hazard a guess.

Strategic Recommendation. Educate Americans on how 4-H is relevant to them. Replace the notion that 4-H is *only* all things agriculture by promoting the diversity of the club’s offerings—including programs focusing on health and fitness, business and economics, technology, leadership development, theatre/drama, as well as its many courses on science, the environment, and animals.

Question: Please tell me what first comes to your mind when you hear “4-H”?

Selected verbatim responses of Americans nationwide:

“Agriculture program for kids.”
 “Kids raising livestock for themselves.”
 “Animals, leather-craft, cooking, [and] photography.”
 “A program I was in as a child that taught leadership skills and responsibility.”
 “Head, help, and happiness club.”
 “Healthy, wholesome learning and fun for children.”
 “Good organization for rural folks.”
 “Kids, life skills development, hands-on learning.”
 “The club and the clover leaf.”
 “Homemaking and cooking skills.”
 “A club for youth, kind of like the Boy and Girl Scouts.”
 “Heart, hands, health, and happiness.”
 “Club where kids get to raise farm animals.”
 “School club for future farmers.”
 “Head, heart, hands, and health.”
 “Very positive a wonderful program for young people.”
 the polling company™, inc. for The National 4-H Council 3
 Analysis of Findings from Survey of 1,002 Adults Nationwide
 August 2005

Groups more likely than most to hold
a *favorable view* of 4-H included:

- ☐ Adults over the age of 45
- ☐ Whites
- ☐ Rural dwellers
- ☐ HHI \$50K-\$69K or \$90K+
- ☐ Married respondents
- ☐ Residents of the North Central United States¹
- ☐ Americans who were familiar with and/or involved with 4-H when they were young

To Know 4-H is to Like 4-H. In a separate series of questions, respondents were queried on their opinions of six national youth development groups, including 4-H1. Most adults had some level of knowledge about 4-H (83%) and held the organization in high regard. **In fact, 75% of respondents surveyed viewed 4-H favorably (60% held a “strongly” positive view).**

An additional 8% said they had heard of 4-H, but had no opinion of it. A miniscule 0.5% viewed the group unfavorably, the **lowest negative rating of all six youth organizations tested in this survey.** Only 13% respondents admitted they had never heard of 4-H—meaning they are ripe for an introduction and initial education on the youth organization. As demonstrated by the following chart, there were significant demographic variances in name recognition and favorability towards 4-H.

1 All respondents were asked to evaluate the same six youth-oriented organizations. However, the order in which the organizations (including 4-H) were tested was rotated to avoid bias.

**Name Recognition/ Favorability Ratings of 4-H
by Select Demographic Groups**

77%
89%
76%
84%
92%
76%
66%
83%
91%
82%
66% 66%
73%
87%
67%
57%
82%
75%
19%
9%
13%
7%
31%
23%
7%
13%
19%
0%
25%
50%
75%
100%

Total Whites Blacks Hispanics Rural

Residents

Sub metro/urban

Residents

Metro/urban

Residents

Aged 18-

44

Aged 45+

Total Recognition Favorable Opinion Never Heard Of

Groups more likely than most to
have *never heard of* 4-H included:

☐ ☐ Young adults (18-34)

☐ Blacks
☐ Hispanics
☐ Metro/urban residents
☐ Parents with children aged 18 or younger living at home. the polling company™, inc.
 for The National 4-H Council 4 Analysis of Findings from Survey of 1,002 Adults
 Nationwide August 2005

4-H was just one of the national groups respondents were asked to assess—they were also
 given the chance to evaluate five other youth organizations with a national presence. The
 following chart illustrates how *favorability ratings were strongly linked to name
 recognition for each association.*

Total Name

Recognition

Favorable

Opinion

Unfavorable

Opinion

Heard of,

no opinion

Never

heard of

Girl Scouts of

America 97% 90% 3% 4% 1%

Boy Scouts of

America 97% 89% 5% 3% 1%

YMCA 97% 87% 3% 7% 1%

Boys & Girls

Club 88% 72% 2% 14% 8%

*4-H 83% 75% * 8% 13%*

Junior

Achievement 73% 58% 1% 14% 21%

Strategic Recommendation. The youth organizations that achieved higher
 favorability ratings than 4-H—the Girl Scouts, Boy Scouts, and YMCA—have
 all successfully ingrained themselves in the greater American culture. 4-H may
 be able to improve its already stellar approval rating by simply making more
 sects of the American public aware of its presence and its history of educating
 and engaging the youth to become leaders of tomorrow. Reach out to those who
 have not yet been exposed to the organization, namely minorities, young adults,
 and metro/urban dwellers—they represent important “opportunity targets” for 4-H
 to re-brand its image.

Groups More Likely than Respondents Overall
 to Hold a Favorable Opinion of...

Boy Scouts of America:

89% overall

☐ HHI \$70K-\$89K

☐ Rural residents

☐ ☐ Sub metro/urbanites (and their rural Counterparts) were more likely than city dwellers to laud the Boy Scouts (92% and 94%, respectively, vs. 84%)

☐ ☐ Dads were more apt than moms to hold the group in high esteem (92%-85%)

Girl Scouts of America:

90% overall

☐ ☐ HHI \$70K-\$89K

☐ ☐ Rural and sub metro/urban residents were more likely than their metro/urban peers to favor the Girl Scouts (92% vs. 86%).

☐ ☐ Moms were more likely than dads to do the same (90%-85%)

YMCA:

87% overall

☐ ☐ HHI \$90K+

☐ ☐ Fathers were more likely than mothers to praise the YMCA (90%-80%)

☐ ☐ Sub metro/urban residents were more likely to favor the organization (90%), while rural residents were the least likely (84%)

Boys & Girls Club:

72% overall

☐ ☐ 18-34 year olds

☐ ☐ Parents

☐ ☐ HHI \$30K-\$49K or \$50K-\$69K

Junior Achievement:

58% overall

☐ ☐ 35-44 year olds

☐ ☐ HHI \$30K-\$49K or \$70K-\$89K

☐ ☐ Blacks

☐ ☐ Sub metro/urban residents

☐ ☐ North Central dwellers

4-H:

75% overall

☐ ☐ Adults over the age of 45

☐ ☐ Whites

☐ ☐ Rural dwellers

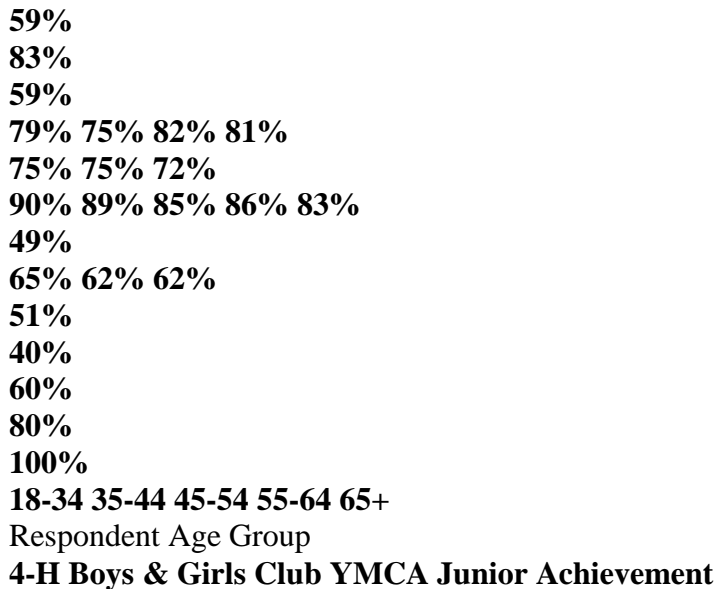
☐ ☐ HHI \$50K-\$69K or \$90K+

☐ ☐ Married respondents

☐ ☐ North Central Residents

☐ ☐ Those familiar with and/or involved with 4-H when they were young

**Percentage of Americans who hold a favorable opinion of...
by age group**



4-H Generation Gap. Age played a telling role in a respondent’s propensity to have a favorable opinion of some of the youth organizations tested. As the chart below shows, **support for 4-H was lowest among 18-34 year olds, and increased as respondents grew older.** On the other hand, The Boys and Girls Club and the YMCA scored higher with young people. Junior Achievement found the greatest praise in the middle of the age spectrum and the least at its bookends. Feelings towards both the Boy Scouts and Girl Scouts were consistent across the age spectrum and are, therefore, not featured in the chart below.

4-H is highly praised by Baby Boomers, but unknown by many young adults. Generations X (commonly defined as those born 1965-1978) and Y (those born 1979-1994) represent a “must-have” audience for 4-H. Many of the younger Gen Yers are within the 4-H membership age group and their older “Y” and “X” counterparts will be (or already are) the parents of the next cohort of potential 4-Hers.

Strategic Recommendation. To reach young adults, 4-H must speak to them in their native tongue—technology. The 4-H website will likely be the first source these generations turn to (on average, members of Generation Y spend 16.7 hours a week online). As such, it will be important for this site to engage young people with the “latest and greatest” technology including blogs, games, chat rooms, and video clips.

Boy Scouts Considered Most Respected Youth Organization. In a separate question, respondents were presented with the same six “nationally-based youth development organizations” and asked to name which group they believed was the “most respected.” The Boy Scouts were selected by 29% of Americans surveyed—12-points higher than the second most popular vote getter. This is somewhat reflective of the nearly unanimous recognition the BSA enjoys across the country and the fact that the survey was conducted just weeks after the annual Boy Scout Jamboree—an event which drew national media

coverage.

The YMCA was next on the list with 17% deeming it “most respected,” followed by the Boys and Girls Club (13%), 4-H (12%), and the Girl Scouts (11%) (*See chart below*).

Junior Achievement—the group that one-in-five Americans had never heard of—was mentioned by just 4%.

Respondents were then given the opportunity to reveal which remaining organization, not including their top-choice, was “*also highly respected*.” While the Boy Scouts still came out on top with 22%, both 4-H (18%) and the Girl Scouts (21%) were close behind.

When totaling first and second mentions, the Boy Scouts were named by a majority of Americans (51%). However, there was a statistical dead-heat for second place, with the Girl Scouts (32%), YMCA (31%), and 4-H (30%) all within two-points of each other—and within the survey’s margin of error.

Despite it’s comparatively lower name recognition, especially among younger Americans and minorities, 4-H was considered to be an organization worthy of the same level of esteem and confidence afforded to some of the nation’s most widely known youth groups.

Most

Respected

Highly

Respected

Total

“Respected”

Boy Scouts of

America 29% 22% 51%

YMCA 17% 14% 31%

Boys & Girls

Club 13% 10% 23%

4-H 12% 18% 30%

Girl Scouts of

America 11% 21% 32%

Junior

Achievement 4% 7% 11%

Groups More Likely than Respondents Overall to Cite as the

“Most” or “Highly” Respected Youth Organization²

2 Demographic groups more likely to name a youth organization “the most respected” in response to

question 8 and/or name it “also highly respected” in response to question 9

Boy Scouts of America:

51% overall

☐ ☐ ☐ Men

☐ ☐ Hispanics

☐ ☐ Sub metro/urbanites

☐ ☐ HHI \$70K+

Girl Scouts of America:

32% overall

- ☐ Blacks
- ☐ Sub metro/urbanites
- ☐ HHI \$50K-\$69K or \$70K-\$89K
- ☐ Moms

YMCA:

31% overall

- ☐ Hispanics
- ☐ Single/divorced parents
- ☐ HHI \$30K-\$49K
- ☐ 18-34 year olds

Boys & Girls Club:

23% overall

- ☐ Blacks
- ☐ Metro/urban residents
- ☐ Dads and Single parents
- ☐ HHI < \$50K
- ☐ 18-34 year olds

Junior Achievement:

11% overall

- ☐ Blacks
- ☐ North Central residents
- ☐ HHI \$90K+
- ☐ Adults aged 55+

4-H:

30% overall

- ☐ Rural residents
- ☐ HHI < \$30K
- ☐ Married respondents
- ☐ North-Central dwellers
- ☐ Respondents who were familiar with and/or involved in 4-H as a child

As seen in the following chart, the 4-H generation gap was also apparent in respondents' "respectability ratings" in questions 8 and 9. **Young adults (aged 18-34) were 11-points less likely than respondents overall to name 4-H a highly esteemed youth group (19%-30%)** and 15-points less likely than their closest age cohorts, 35-44 year olds (34%). Seniors, on the other hand, were 7-points more likely than the average American to bestow this distinction on 4-H.

4-H Mission Resonates with Americans. At the start of this survey, many respondents associated 4-H with agriculture and rural living or admitted they did not know much, if at all, about the organization. However, upon hearing that: *"4-H is a youth development organization that teaches young people across America the value of leadership, citizenship, and life skills. 4-H has chapters in all 50 states and is represented in metro/urban,*

sub metro/urban, or rural communities,” an eye-popping 94% reported it was “important for 4-H to continue educating young people.”

This support was both intense—71% felt it was “extremely important” for 4-H to persist in its teaching—and widespread— no less than 91% of all the demographic groups studied affirmed the value of 4-H. Just 2% did not feel the organization’s mission was crucial, while a combined 5% either were unsure or declined to answer the question.

□□ Due to the overwhelming embrace of 4-H across all demographic variances, only a few subsets stood out from respondents overall as more likely to declare the youth group’s importance. They included rural residents, those earning \$70,000-\$89,000 or less than \$30,000 per year, and respondents who had been involved with 4-H during their childhoods.

□□ Neighborhood distinctions were not as pronounced as those seen previously, as 98% of rural residents, 94% of metro/urban dwellers, and 92% of those living in the suburbs avowed the need for 4-H to continue its effort.

Respondents who named 4-H the "most respected nationally based youth development organization" in question 8 or an organization that was "also highly respected" in question 9.

By age

12% 7%

15% 12% 11% 15%

18%

12%

19%

19% 19%

22%

0%

15%

30%

45%

Total 18-34 35-44 45-54 55-64 65+

Q.8-"Most Respected" Q.9-"Also Highly Respected"

30%

19%

34% 31% 30%

37%

As demonstrated by the following chart, there were some notable regional differences in respondents’ feelings about 4-H—both in overall opinion and intensity of feelings.

□□ While those in the North Central and South/ South Central regions were more likely than most to feel

that 4-H should
continue to help
improve the lives of
America's youth,
residents of the
Northeast and the West
were somewhat less
likely to agree.

4-H Must Convert Shrugged Shoulders into Raised Eyebrows. When asked to rate their desire to learn more about 4-H, half of respondents (51%) were simply not interested.³ An additional 19% indicated a mild level of curiosity—while they were not totally apathetic, they were not engaged or excited either.

That said, the National 4-H Council has tremendous opportunity to educate and inform the public about its mission to “*make the best better.*” When asked to rate their desire to learn more about 4-H, 27% of respondents noted a high level of interest, with a full 14% professing to be “extremely” curious.”

3 Respondents were asked to rate their interest in 4-H on a scale of “one”—“not at all interested” to “ten”—“extremely interested.” Ratings of 1-3 were classified as low interest, 4-6 as medium interest, and 7-10 as high interest.

How important is it for 4-H to continue educating young people across America?

71% 76% 73% 69%

64%

21% 22% 21%

23% 28%

0%

25%

50%

75%

100%

Total North Central South/ South

Central

West Northeast

Region

Extremely Important Somewhat Important

How interested are you in learning more about 4-H and the youth development programs it offers?

**High
Interest
(7-10) 27%
DK/
Refused
Low 3%
Interest
(1-3) 51%
Medium
Interest
(4-6) 19%**

Those who were enthusiastic about learning more about 4-H were very similar to the groups previously identified as “*opportunity targets*,” due to their general lack of familiarity with the youth organization. Americans meeting both criteria (i.e. high/medium interest and previously unaware of 4-H) included:

- ☐ ☐ Blacks;
- ☐ ☐ Hispanics;
- ☐ ☐ Parents; and,
- ☐ ☐ 18-34 year olds.

4-H alumni also possessed a strong desire for additional information—perhaps wishing their children’s and grandchildren’s generations could benefit from the experience they had during their own adolescence.

One of the most effective ways to engage former 4-Hers to suggest the club to a new generation of members may be to remind them of the “good old days.” Nostalgia is extremely powerful marketing tool and has been relied upon by Fortune 500 brands to sell everything from cars (the new Volkswagen Beetle to the Ford Mustang) to soft drinks (Coca- Cola) to clothing (Lacoste, Le Tigre).

***Strategic Recommendation.* Reinvalidate this group’s enthusiasm for 4-H by reminding them of the carefree days of their youth—invoke the past to move the organization forward. Create a section on the 4-H website dedicated to attracting past members from across the country. Such an interactive outreach effort will engage 4-Hers of yesteryear to spread goodwill and share the experiences of their youth with a whole new crop of children and teens.**

“Low Interest:”

51% overall

- ☐ ☐ Seniors

- ☐ Whites
- ☐ Non-parents
- ☐ North Central residents

“Medium Interest:”

19% overall

- ☐ 18-34 year olds
- ☐ HHI \$30K-\$69K

“High Interest:”

27% overall

- ☐ Blacks
- ☐ Hispanics
- ☐ 35-44 year olds
- ☐ HHI < \$30K
- ☐ Parents
- ☐ Those involved with 4-H as children

Demographic groups more likely than respondents overall to express

in learning more about 4-H

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Analysis of Findings from Survey of 1,002 Adults Nationwide

August 2005

Key Conclusions

☐ **Among national youth organizations, there is a direct nexus between awareness and esteem. The challenge for the National 4-H Council is not to convert and convince, but to educate and engage.** When combining the 13% of respondents who had never heard of 4-H with the 8% who said they knew of the group but had no opinion of it, approximately one-in-five (21%) Americans are unaware of what they might gain from pledging their heads to clearer thinking, their hearts to greater loyalty, their hands to larger service, and their health to better living.

☐ **Despite the fact that a majority of present-day 4-H members are *not* from rural areas, for many Americans, agriculture and other accoutrements of country living remain the most salient association with the organization.** To reach out to the audiences which provide 4-H the greatest opportunity to expand its reach—namely, minorities, young adults, metro/urban residents, and parents with school-aged kids—it is important that they see the organization as relevant to them. Re-brand 4-H as a truly “evergreen” organization by promoting the its utility for people interested in everything from web design to water sports, fitness to finance, and leadership to literacy.

☐ **The Boy Scouts, the Girl Scouts, and the YMCA—arguably the nation’s most successful youth groups—have all managed to integrate themselves into the fabric of America’s culture.** In order for 4-H to achieve the widespread recognition and favorability enjoyed by these groups, it must do the same. The first step in that process is increasing the visibility of the organization through an aggressive public

relations campaign that includes everything from a new website, to national sponsorships of sporting events and concerts, to television and print commercials that reach both potential members and their parents.

□□ **Conquer the generation gap by communicating with young adults and teens in their native tongue—technology.** The survey findings indicate that there was a definite lack of awareness and engagement with 4-H among members of Generations X and Y. While the trust and admiration of senior citizens is certainly a positive endorsement, young adults (aged 18-34) and teens are the audience to which 4-H has the most to offer. Unlike those who came before them, these Americans rely on the Internet as their main source of information. To them, if it isn't on the web, it simply doesn't exist

□□ **Past is prologue—4-H Alumni may prove to be an incredibly useful tool for engaging new members and generating goodwill among current 4-Hers.** The legacy and history of 4-H remain a vital part of its future. Nostalgia is a particularly effective marketing tool for the Boomer generation who recall their youth as an idyllic phase of their lives. By harnessing former 4-Hers' fondness for the past, the organization can enlist them to promote its future.

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